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AUTHOR	Dunne, Faith; And Others
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ABSTRACT

The fourth and final unit in a 9-12 week life planning and career development program designed for high school students in rural areas uses imaginary case studies of rural women to involve students in solving complex life problems through simulation. Individual lessons in the 13-day unit focus on job search techniques (resumes, interviews, skills identification, small business establishment), job conflicts, sex discrimination, welfare, the pros and cons of marriage, job status, vocational training, family-career conflicts, family goals, and household budgets. Each lesson contains teaching instructions, a materials list, learning objectives, student activity sheets, optional activities, and teaching hints. The unit also contains an introduction to the program, an appendix of additional instructional information and student activities, and information regarding the adaptation of the unit to suit the local situation. Although the basic field-tested curriculum applies to the rural Midwest, field-tested packages are available for four other rural regions in the United States (Northwest, Southwest, Northeast, Appalachian South). (SB)

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OPTIONS

A CAREER DEVELOPMENT CURRICULUM FOR RURAL HIGH SCHOOL STUDENTS

THE JUGGLING ACT: LIVES AND CAREERS

Dartmouth College
Hanover, New Hampshire

UNIT 4

RC 015506

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Women's Educational Equity Act Program
U. S. Education Department

OPTIONS

A Career Development Curriculum for Rural High School Students

Unit IV

The Juggling Act: Lives and Careers

by

Faith Dunne
Peter Kelman
Janet Bailey
Joyce Weingart

Dartmouth College
Department of Education
Hanover, New Hampshire

Women's Educational Equity Act Program
U. S. EDUCATION DEPARTMENT

Shirley M. Hufstedler, Secretary

Steven A. Minter, Under Secretary
F. James Rutherford, Assistant Secretary for
Educational Research and Improvement

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PREFACE

OPTIONS: A Career Development Curriculum for Rural High School Students was developed at Dartmouth College from 1976 to 1978 under a grant from the Women's Educational Equity Act Program Staff of the U.S. Office of Education. The project staff worked with rural teachers, citizens, students, and school administrators in five regions of the United States to prepare thoroughly tested and successful course materials that deal with the particular needs of young people in rural areas. The curriculum frequently pinpoints the problems and interests of rural women, but it has been prepared to be useful and appropriate for both male and female students.

There are four units in the OPTIONS course. Unit I, "Understanding People in Our Area," focuses on life in rural localities using the personal experience of students as the basis for discussion, but supplements student observations with data to permit generalization from individual perceptions. Unit II, "Decision Making," teaches students to identify and develop certain skills that will enable them to exercise more control over their time and energies. Unit III, "Life Planning," uses case study and simulation techniques to teach students to plan their own futures and then to practice responses to problems that might stand in the way of realizing projected goals. Unit IV, "The Juggling Act," uses case studies to encourage students to apply skills developed throughout the course in solving realistic life problems.

The original curriculum, developed and field tested from 1976 to 1977, focused on the lives of people in rural New England. To broaden the application

of the curriculum and to test its adaptability, four additional sites were selected during the summer of 1977 to develop and field-test regionally adapted versions of the curriculum. The sites were chosen to represent very different rural areas of the country: Nebraska, New Mexico, Oregon, and Tennessee. In each State, a site coordinator was hired to oversee adaptation by local teachers and testing procedures for that version of the curriculum. Adaptation was completed during the fall of 1977 and the curriculums were field-tested during the winter and spring of 1978.

The OPTIONS course is now available in five versions roughly designated as appropriate for the Northeast, the Appalachian South, the Midwest, the Southwest, and the Northwest. The core OPTIONS curriculum is presented in the Midwest version. Adaptation packets for the other regional versions consist of pages with regional specific references that can be exchanged with pages in the core curriculum to adapt the course to your region. For further adaptation to the special circumstances of a particular Sate or locality, an Adaptation Manual has been included with the teacher materials. This manual outlines a step-by-step procedure for tailoring the curriculum to a particular area. The adaptation process does not require curriculum experts or complex equipment; it is intended for use by school personnel anywhere in the United States.

One final note: The OPTIONS curriculum has been designed as a coherent career development/life planning course, 9 to 12 weeks in length. But all the units and many of the lessons can be used alone or in the context of other courses. The independence of component parts has been designed into the course; teachers should be encouraged to take advantage of that feature.

ACKNOWLEDGMENTS

Many people, schools, and organizations provided time and facilities for the development and testing of the OPTIONS course. The project director wishes to acknowledge gratefully the contribution of all who made this curriculum possible.

Project Staff - Dartmouth College

Janet A. Bailey, Associate Director
Jillian Otten Kaechele, Training Director (Year I)
Lena Weaver, Training Director (Year II)
Peter Kelman, Curriculum Director
Joyce Weingart, Curriculum Assistant
Rogers Elliott, Research Director
Jan Strohbehn Bent, Assistant Research Director
Sandra Smallwood, Research Assistant
Hebe Quinton, Research Assistant (Year II)
Andrew Block, Research Assistant (Year II)
Joan McGivern, Research Assistant (Year II)
Michael O'Brien, Research Assistant (Year I)
Peregrine Spiegel, Research Assistant (Year I)
Anne Johnson, Administrative Assistant (Year I)
Celeste Martin King, Administrative Assistant (Year II)
Heather Reid, Administrative Assistant (Year II)

Year I Development Team (Non-Staff)

Barbara Condict, Teacher
Jean Conklin, Teacher
Julie Godin, Teacher
Bernice Kyte, Teacher
Judy Shepard, Teacher
Nyra Whipple, Teacher
Terri Gaudette, High School Student
Carole Maxwell, High School Student
Craig Hammond, Consultant
Tim Jerman, Consultant
Marcel LaFlamme, Consultant
Dwight Schenk, Consultant
Barnes Boffey, Field Placement Liaison
Carolyn Blain, Intern
Anna Laware, Intern
Jocelyn Pickett, Intern

In addition, the project director would like to thank the individuals and schools who adapted the OPTIONS curriculum to particular regions. Special thanks go to Virginia Tipton in Nebraska for coordinating the adaptation process for the Midwest.

Nebraska Adaptation Team

Rita Keller, Teacher
Janet Mitchell, Teacher
Helen Walker, Teacher
Shirley White, Teacher

Nebraska Field-Testing Team (Non-Adaptation Team Members)

Lorie Bell, Teacher
Sandra Didier, Teacher
Josee Forell, Teacher
Gary Jennings, Teacher
Scott Mader, Teacher
Jeanette Mattson, Teacher
Steve Ramig, Teacher
Lynda Roland, Teacher
Ann Smith, Teacher
Mary Weyers, Teacher

Nebraska Participating Schools

Bayard High School, Bayard, Nebraska
Bridgeport High School, Bridgeport, Nebraska
Chappell High School, Chappell, Nebraska
Crawford High School, Crawford, Nebraska
Gordon High School, Gordon, Nebraska
Hay Springs High School, Hay Springs, Nebraska
Hemingford High School, Hemingford, Nebraska
Rushville High School, Rushville, Nebraska

Faith Dunne

Faith Dunne
Project Director

GENERAL INFORMATION

Every June, hundreds of thousands of young rural women and men graduate from high school feeling a mixture of terror and excitement as they look ahead to their future lives. Their pleasure and their fear are shared by millions of other non-college-bound graduates in cities and suburbs, but the prospects for rural young people are both more complex and less secure.

Young rural women and men must contend with a small and often shrinking job market. They must deal with the very narrow range of training opportunities available in their area. And though both sexes face these employment problems, the young rural woman must also be able to handle acute sex stereotyping at work and frequently in personal relationships. She must forge a new model for rural womanhood that differs sharply from the traditional model within which she was probably raised.

The rural woman has traditionally had a set of life roles that has been as stable as any our country has known. While circumstances in cities have changed rapidly, forcing women to change their perceptions of themselves and their families rapidly, farm life has remained quite consistent for generation after generation. The farm or ranch wife, the logger's wife, and the railroader's wife have expected to do essentially what their mothers have done before them. The essential conservatism of rural areas has done much to maintain a consistent vision of what is "appropriate" even while circumstances have changed enough to demand new responses.

Today, many young women graduate from high school with expectations for their own futures that are essentially the same as those of their mothers and grandmothers. They want to get married (although they are willing to work for a while) and they want to "live happily ever after," raising children in their own homes, and fulfilling traditional female roles in rather conventional ways.

But this vision is no longer realistic, not even in parts of the country still dominated by traditional rural occupations. One thousand farms a week go out of business in this country, the disastrous saga of mining employment patterns is too well known to need repetition, and logging has been mechanized to the detriment of stable jobs. The rural woman today is far less likely than her mother (who, in turn, is far less likely than her mother before her) to be able to fill the traditional role patterns that are generally perceived as "happily ever after." Divorce, financial pressure, a husband's unemployment -- all these push the rural woman back into the labor market, often before her children are of school age. "Happily ever after" is a myth for more than half the women in the rural Midwest; it will be even more of a myth for their daughters.

The rural high school graduate has some awareness of this trend. Our needs assessment data, drawn from questionnaires administered to 439 high school students, suggest that most young rural women know that they will probably have to work after marriage. About half think that they will need to hold a full- or part-time job after they have children, although the majority think that a woman should not work when her children are young. Asked why they will work, most say that they will need the money -- self-fulfillment is not a primary motivation.

The young men in the study have slightly different perceptions about the question of women working. Each seems to accept the fact that his wife will work, but is very unclear how he will specifically be affected by her working. More than half of the men do not think that their wives will have to work for money.

This sense, that women may need to work, seems to coexist with the traditional vision of rural womanhood. The rural high school women we questioned had apparently given very little thought to what work they might do, or to how they would juggle their home responsibilities with the obligations of a job. Few of them could tell what they had to offer an employer. Most had never been through a job interview, and many thought of the prospect as alarming. Few of them felt that school courses or programs had taught anything useful in getting jobs. These young women know, at some level, that they are likely to have to make decisions, handle problems, and construct careers (in the broadest sense of that maligned term) in ways that most rural women have not had to do in the past. But they are no better prepared than their mothers or grandmothers to face what is likely to come. They say that they will probably have to work, they recognize the problems of adult relationships in the 1970's, and they have read about the concept of equal rights for women. But they plan weddings, not job-training programs, and daydream about cute babies rather than considering child-care options for the working mother.

It is also clear from boys' responses that they do not see a need to develop the very basic skills of interviewing, finding a job, decision making, and the like. It seems that although the males expect to work, they have little conception of how they will go about getting the best job they can, and even less of an idea of how a household is managed when a wife works.

None of that is unreasonable for fifteen-to-seventeen-year-old students. But if hard planning does not take place in high school, there is some danger that it will not take place at all. The social service agencies are very familiar with the plight of the young, unskilled mother who is suddenly the penniless head of a household. And the young women we questioned felt a need for a course to help them understand themselves and use this understanding to make crucial decisions about work, marriage, family, and other aspects of their future lives. Obviously boys, who also perceive themselves as working, marrying, and raising families, have these needs as well.

This curriculum is designed to address these needs. It is not a career education curriculum in the usual sense: we do not go through a series of job descriptions that would allow young people to select those best suited to their needs and interests. There are hundreds of those curriculums on the market. We have reviewed a selection of these, but their goals tend to be different from ours.

The intent of our curriculum is threefold. First, we want to <u>inform</u>. We think it is essential that young women and men learn what it means to be an adult in a rural area in the late twentieth century. All students have individual observations of life around them -- these need to be expanded or

changed so that students can predict some of the events and difficulties with which they will have to deal. Second, we want to facilitate dealing with these events. Recognizing problems and resources is not enough -- we want young women and men to identify and develop those skills that will allow them to control their lives and to cope with the aspects of life beyond their control. Third, we want to provide a structured experience that will allow these young people to apply their information and skills to realistic situations that they may face, and to test their abilities to work with situations and issues that they may need to confront later in life.

Although this curriculum focuses on women, we feel that it is critically important for young men as well. First, most of the skills we teach are important to both sexes; both women and men need to know how to make good decisions, how to plan their lives, and how to deal with a difficult job market. Second, it is crucial that young men be as aware as young women of the problems that beset family life in rural America today. As workers, they must be sensitive to the destructive influences of sex stereotyping. As husbands, they must help forge new ways of household management and child rearing in an economy that increasingly requires married women to work. Finally, we believe that this curriculum will make men and women more able to communicate with each other about problems and issues in daily life, especially in that large portion of daily life devoted to work or interpersonal relationships. No young woman, however well informed or highly skilled, can work out family problems with an unwilling male partner. However, young women and young men together, armed with the same information and skills, can begin to work out their problems. This is the central task of our curriculum.

Each unit of the curriculum contains information, skill work, and some form of confrontation with reality. Each has a different emphasis. Unit I, "Understanding People in Our Area," introduces the central problem areas adults face, using the personal observations of students as a base, supplemented with data intended to enable students to generalize from their individual perceptions. By the end of that unit, the student should have a clear sense of the difficulties both men and women in the area face and should be motivated to begin developing skills to help cope with them.

Unit II, "Decision Making," has students work on the skills most needed to address the problems discussed in the first unit. It is an expandable unit that can be tailored around individual and class needs.

Unit III, "Life Planning," asks the class to apply the skills developed in Unit II to the information collected in Unit I. This is an experience-simulation unit, intended to teach students assessment skills that are used to project their future lives and then to simulate their responses to problems that might stand in the way of self-realization. This is done primarily through a Learning Activity Package (LAP) on assessment skills and a simulation game called "The Game of Life: Choice and Chance."

Unit IV, "The Juggling Act: Lives and Careers," uses case studies to involve students in solving complex life problems. It uses the skills and information developed in the course thus far and adds others such as: being interviewed, filling out job applications, writing a resumé, dealing with sex discrimination, and dealing with family/work conflicts.

In general, the curriculum rests on several assumptions. First we believe that a knowledge of reality, even if harsh, is better than cheerful ignorance. Second, we believe that information and skills give students a degree of control over their lives, and that control is better than dependence on the whims of fate. Third, we believe that acquiring skills and practicing their application are more worthwhile career development experiences than mere exposure to a series of concrete job options. Finally, we believe, as did the young people we questioned, that young people benefit from a classroom experience of this nature.

If this curriculum is made to work, it should make both young women and young men more competent to deal with their futures than many of us were at their ages.

ORGANIZATION OF THE TEACHER'S GUIDE

The Teacher's Guide is organized by lessons. For each lesson, there is a set of instructions to the teacher about classroom activities and homework. The Teacher's Guide includes:

1. Statements of the enabling objectives for each activity (i.e., what the students will do that will enable them to attain the overall objectives of the unit).

2. A list of materials needed for the lesson.

3. A detailed lesson plan, including instructions for discussion, questions, homework assignments and explanations, and possible difficulties. Teachers may wish to add notes on the lesson plan.

4. A section called "Notes to the Teacher" that has optional activities as well as hints on how to use the materials.

5. A copy of all Student Activity Sheets (SASs).

6. An appendix that includes some additional information on running classroom discussions, working with small groups, role playing, and problem solving.

For organizational purposes, the guide is color coded. All white pages are Teacher's Guide (lesson plan) pages, and all colored pages are SASs, transcripts, student reference pages, etc. The colors of the student pages tie into references given in the lesson plans to aid you when you duplicate these pages from the ditto masters. If possible, duplicate SASs in the colors suggested to aid in tracking the various activities.

Teachers should have instruction sheets available for each lesson and should give out homework assignments and related activity sheets before the end of the class. Homework is crucial to the success of this curriculum and must be done thoroughly for each assignment to ensure the success of the following class. Homework, in most cases, can be done in class if necessary.

The only exceptions to the above-mentioned format are the instructions provided for Learning Activity Packages (LAPs) that appear as lesson #8 of Unit I and lesson #11 of Unit III. Because the general guidelines for teaching an LAP apply to both, they are described in the next section.

A word on altering the curriculum: It is our assumption that most teachers like to adapt any curriculum to the particular needs of their own students and their own styles. Please do so. This curriculum has been designed to be adaptable and to allow teachers to insert local references, to change the order of activities, and to add or replace materials--in short, to be made your own. Do not think that the fact that our lesson plans are in print means that they are sacred. You know what is best for your class. Use our materials to your best advantage.

A word on the length of lessons: We have deliberately called our division of activities "lessons" rather than "days." Different classes will begin with different levels of awareness and information; they will take different lengths of time to do the work as we have outlined it or as you have changed it. Some groups will take a single day for each lesson, others will take three days. We have included rough estimates on the length of units. Don't take these estimates too seriously. You know the reading level and sophistication of your students--your estimates are likely to be better than ours.

GENERAL GUIDELINES FOR LEARNING ACTIVITY PACKAGES

1. Students proceed through the readings and activities more or less at their own pace. (We'll have more to say about techniques for managing self-paced instruction later in this guide.)

2. The LAP provides instructions to students as to their tasks, how to evaluate their work, and what page to turn to next.

3. Activities in the LAP are usually of four types:

   a. Assessment -- tasks designed to determine whether the student possesses a given skill.

   b. Instruction -- tasks that teach skills a student does not possess.

   c. Evaluation -- tasks designed to determine if the student has mastered the skill via the instructional activities.

   d. Enrichment -- optional activities related to the skills being worked on but not critical to their development.

4. Teachers have four critical roles in teaching the LAPs:

   a. Monitor -- keeping students on task and working at a reasonable rate.

   b. Facilitator -- explaining any directions or activities about which students are genuinely confused.

   c. Resource -- providing students with any required or student-requested materials or information.

   d. Evaluator -- reviewing students' work when they are instructed to bring it to the teacher (specific instructions to the teacher for those instances are in this guide).

Classroom Management

Individualized instruction presents the teacher with advantages and disadvantages. At first it can be difficult if you don't have a lot of experience in using individualized methods. The following discussion is intended to assist teachers in obtaining the benefits of individualized instruction while minimizing the costs.

It is important for you to realize that you are essential in teaching an LAP. In addition to your roles as monitor, facilitator, resource person, and evaluator, your contact with students should include some or all of the following functions: 1) motivate--most important; 2) provide examples and/or analogies; 3) give a mini-lecture when appropriate; 4) pair students with similar problems; 5) trouble-shoot; 6) debrief; 7) summarize.

All the above-mentioned roles will require you to have continuous contact with students and will permit you to gain a sense of the progress being made by each individual.

Unfamiliar format will probably be your biggest problem with the LAPs. Fortunately, many high school teachers now use a lot of individualized instruction and self-paced work; for many of you, the problem will be only in adapting your normal routines to written rather than "hands-on" activities. Help the students adjust to the new format by pointing out parallels between LAPs and other classroom procedures. But also be sure that they recognize the differences between LAPs and other written work they are accustomed to--this will reduce their natural tendency to reject unfamiliar tasks.

Describe to them your four primary roles (defined on the previous page), and explain that their roles include:

1. Determining their own pace
2. Figuring out directions
3. Assessing their own skills
4. Evaluating others.

When explaining these roles, keep in mind the following points regarding students' roles:

1. Determining their own pace: Since most activities are done individually or in small groups, the rate at which students work is not determined by the teacher or the rest of the class. This does not mean that they can deliberately work at a "snail's pace" or that they can race through the activities without making an effort. You, as teacher, will be around to monitor their work and to keep them moving at a reasonable pace.

2. Understanding written directions: Students are responsible for reading the activities and understanding the instructions for what to do. They should not constantly ask you what to do next. Unfortunately, their initial response will be to do just that. To nip this tendency in the bud, you must consistently redirect students to the written instructions and ask them either to figure them out or to ask a student partner to help. Of course, there may be some instructions that are confusing and there may be students who are genuinely unable to understand certain directions. In such cases, you should help the student to understand the directions. Even in these cases, you should not resort to explicit directions. Instead, attempt to guide students to their own understanding of the directions.

   These warnings are crucial to the success of individualized instruction. If a teacher falls prey to student pleas of "what do we do now?" the individualized instructional mode will become a huge headache.

3. Assessing their own skills: Students are directed to particular activities within each LAP based on self-assessment of their skills. Inaccurate self-assessment will result in their doing activities they don't need and/or not doing activities they do need. Try to impress on them the importance of doing the self-assessment activities carefully and honestly.

4. Evaluating others: In some of the activities, students are asked to evaluate the work of their classmates. Students should be urged to take this responsibility seriously. Judging another person's efforts is a difficult life skill to acquire. Many people feel quite uncomfortable being in this position. Yet, it is a situation we cannot avoid in life. It is primarily for this reason that we have required students to evaluate one another's work.

One of the potential difficulties with individualized instruction is that it requires students to be more active and less re-active than in large group instruction. There is nowhere to hide in an individualized program. It takes time for students to adjust to coming into the classroom and getting down to work on their own without the teacher announcing the tasks for the day. Consequently, at the beginning, you may have to remind students to get down to work. Say something such as, "OK, everyone should know what to do. Pick up your activities wherever you left off yesterday. I'm available to help you if you need it. But, try to do the activities on your own or with your student partners." Then you should circulate around the class, talking individually to students or small groups of students who seem to be having difficulty working. Once everyone is working, you should continue responding to specific student requests for assistance or evaluation.

Another potential difficulty in an individualized program is evaluation and record keeping. This varies with the type of LAP used and is dealt with in the discussion of each LAP in this guide.

A word on student partners: You undoubtedly have your own methods for breaking students down into small groups for team work. We suggest teams of three to five students so that if students are absent, there are still enough students for team effort. Obviously, students who have demonstrated an inability to work together productively should not be allowed to work together. Also, we suggest that within teams, students rotate evaluations instead of simply exchanging them (i.e., person A gives his/her work to person B to evaluate; person B gives his/her work to person C to evaluate; person C gives his/her work to person A to evaluate).

A word on noise: Noise level in an individualized small-group setting tends to be somewhat higher than in a teacher-centered large-group setting. The level of noise allowed should depend on the tolerance of teacher and students. It should not be allowed to rise above a point where teacher or students cannot work effectively. On the other hand, it is not reasonable to demand absolute silence in such a mode of instruction.

A word on absenteeism: One big advantage of LAPs is that students who are absent haven't "missed" anything except the time spent on a LAP. We suggest that you have students make up missed time by spending an equivalent amount of time on the LAP at home. Similarly, if you feel that a student is wasting time in class or is not working fast enough on a LAP, you may wish to require the student to spend some time on the LAP at home. Aside from these cases, we recommend that students not have homework during LAP sessions. Instead, you should encourage students to put in a maximum effort during class. It should be pointed out to them that such an effort frees them from homework, but that if they get too far behind, they may have to work on the LAPs at home.

A word on the "best and the brightest": Some students will work through the LAPs very quickly. You should monitor the work of such "speed-demons" carefully to be certain it is of quality as well as quantity. Anticipating students whose work is of high quality and quantity, we have included more activities than most students can do in the time allotted. Thus, even the "best" and the "brightest" should have enough work to do.

One final word: We strongly recommend that you work through all the LAPs before distributing them. Read every page; be familiar with the objectives and procedures of every activity.

GRADING AND EVALUATION

Because this is a values-oriented curriculum, and because policies and procedures regarding grades vary among schools, departments, and individual teachers, it is very difficult to prescribe one approach to the grading and evaluation of student achievement. We therefore suggest that each teacher adapt the recommendations below to his or her own teaching situation.

RECOMMENDATIONS

1. Grades should reflect effort, achievement, attitude, and mastery.

2. Effort may be measured by the amount of work done by students inside and outside of class. We would therefore recommend that you keep a record of all completed Student Activity Sheets done by students. A simple check (✓) system is preferable for grading these activity sheets since we are concerned here with effort, not excellence. A ✓+, ✓, ✓- distinction should simply reflect a greater or lesser effort evident in the student's work.

3. Achievement, or growth, can be measured only if what a student knows before beginning a course of study is accurately determined. The best way to measure achievement is to design an assessment procedure to be administered to students both before and after they participate in the course. The assessment procedures must be identical or highly similar if changes in levels of information, skills, and concept development are to be determined.

4. Attitude is best evaluated subjectively by the teacher in whatever way she/he usually makes such an assessment. It is our view that attitude is relevant but perhaps the least important of the dimensions evaluated for grading.

5. Mastery is the most absolute dimension a teacher evaluates and is closely associated with aptitude. It is a measure of a student's ability to achieve the knowledge, skills, and understanding of the curriculum. It does not take into account the student's level of mastery before taking a given course, and hence cannot be a measure of growth or achievement. It is simply a measure of the student's absolute level of mastery at the end of the course.

Although most teachers weigh mastery heavily in determining grades, it is our view that achievement rather than mastery ought to be most heavily weighted. To overemphasize mastery is to reward a student's aptitude more than his/her growth or his/her efforts, and discourages less able students from making an effort.

6. In summary, we suggest that each teacher evaluate students' effort, achievement, attitude, and mastery as recommended and then grade according to a predetermined weighting of these components, with achievement and effort being the primary criteria and attitude and mastery secondary considerations.

OPTIONS: A CAREER DEVELOPMENT CURRICULUM FOR RURAL HIGH SCHOOL STUDENTS

Course Outline

UNIT I: UNDERSTANDING PEOPLE IN OUR AREA (approximately 13 days)

Lesson	Topic
1	Who Are We?
2	Portrait of Women in Our Area
3	Oh, the Advantages and Disadvantages of Being a Woman in This Area
4	Lives of Women in This Area
5	Playing Life Roles
6	Responding to Ideal Relationships
7	Sex Stereotyping
8	Women's Work, Men's Work
9	Responsibilities of Running a Household
10	Being a Single Head of Household
11	Learning Activity Package: Organizing and Managing Time

UNIT II: DECISION MAKING (approximately 7 days)

Lesson	Topic
1	Life Auction
2	House Fire!!
3	Introducing Decision Making
4	Applying the Decision-Making Process
5	Applying the Decision-Making Process to a Personal Decision

UNIT III: LIFE PLANNING (approximately 12 days)

Lesson	Topic
1	Life Stages
2	This Is Your Lifeline
3	Decision Areas and Life Stages
4	The Game of Life: Choice and Chance
5	What Happened Yesterday? Debriefing the Game
6	Long- and Short-Range Decisions
7	Coping with Crisis
	Learning Activity Package: Assessment Skills
	Revising Your Identity: Playing the Game Again
	Life Planning: Is It Worthwhile?

Course Outline (cont.)

UNIT IV: THE JUGGLING ACT: LIVES AND CAREERS (approximately 13 days)

Lesson	Topic
	PAT
1	Looking for Jobs
	(Optional Lesson: Writing a Resumé)
2	Preparing for an Interview
3	Creating Jobs
4	Life Skills
5	What Do You Say, Pat?
6	Starting a Small Business
	STEPHANIE
1	Your Record and Your Rights
2	Job Conflicts
3	Role Playing
4	Reviewing the Situation and Taking Action
	EVELYN
1	Welfare: True or False?
2	The Advantages and Disadvantages of Marriage
3	Influences on Our Lives
4	If You're So Smart, Lady, Why Aren't You Rich?
5	Vocational Training Opportunities
	TERRI
1	Interviewing Parents and Friends
2	Ways to Approach the Job Market
3	Family/Work Conflicts
4	Supporting a Family
	(Alternate Lesson: We're Getting Along OK, but It's No Picnic)
5	Family Goals
	SUMMING UP UNIT IV
1	What Has This to Do with Me?
2	Looking Backward: What Have We Learned?

UNIT IV: THE JUGGLING ACT: LIVES AND CAREERS

INTRODUCTION

Throughout the first three units of this curriculum, students have been asked to consider their lives and the lives of people around them. They have learned a decision-making process and have applied that process to planning their own lives. In this unit, we ask students to focus more closely on the issue of careers and the interconnections between work and the rest of life's decisions. Most high school students take a very limited view of work and fail to plan comprehensively for their future careers. Unit IV is designed to expose them to a range of situations in which work is central, and to provide them with information that will permit them to make informed decisions about their own lives.

This unit includes four case studies, each of which has a woman as the central character. There are several reasons for this. First, the curriculum as a whole is intended to highlight some of the problems women face and some approaches to resolving those problems. Second, women in our society often have difficulty integrating work with the rest of their responsibilities, so that cases focusing on working women include a wide variety of issues and situations. Third, rural high school students, both male and female, are unlikely to consider women's career problems if they are not asked to do so. Since working women are an increasingly significant part of the rural population, it is important that we emphasize this.

On the following chart, you will see which skills are stressed in each case study. It is recommended that you start with Pat's case, dividing your class into small groups to work on the case simultaneously. We then suggest that your class do a second case. You should base your choice on the appropriateness of the case to the lives of your students and on the skill work that you feel they need.

Certain activities in this unit require prior arrangements made by you (for example, inviting outside speakers). These lessons are marked with an asterisk (*) on the Teacher's Guide copies of the Student Record Sheets for each case. Be sure to make the arrangements well ahead of time, since these are a central part of the case work.

On all days except class discussion days, students will be working either individually or in small groups.* For the purpose of class management, each student is given a record sheet that outlines responsibilities both for classroom activities and homework. The activities are written with complete student instructions in an attempt to minimize the need for teacher direction and assistance.

If your class does the case study of Pat and one other case, this unit will take approximately 12 days (including a class discussion summarizing the unit). If time allows, you may want your class to do a third and/or fourth case as well.

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*See appendix for more information on small group work.

UNIT IV OBJECTIVES

PAT

A. Looking for Jobs

Students will be able to:
1. Identify entry-level jobs open to people with no post-high school training or job experience.
2. State some of the different processes used in applying for those entry-level jobs.
3. Successfully complete a comprehensive job application form.
4. Write a resume and cover letter for use in applying for a job.

Preparing a Resume (optional)

Students will be able to:
1. Identify the most appropriate method of screening applicants and the qualifications they would look for in an applicant as an employer.
2. Write a resume and cover letter for use in applying for a job.

B. Preparing for an Interview

Students will be able to:
1. Answer questions relating to themselves as applicants in preparation for an interview.
2. List important ways to make a good impression in an interview.

C. Creating Jobs

Students will be able to:
1. Identify possible markets for goods and services from a written description of a rural community.
2. Identify a wide variety of small-scale enterprises that might tap those markets.
3. Identify the skills, resources, and personnel that would be required to start some of these enterprises.
4. Write a description of their own community and replicate the process described above to create possible jobs for themselves.

D. Life Skills

Students will be able to:
1. Identify skills they have acquired through experience rather than through training.
2. Name a job they might create using their own life skills.
3. Brainstorm possible jobs a person in their area might create.
4. List what that person would need to do or have to create a certain job.

E. What Do You Say, Pat?

Students will be able to:
1. Respond appropriately to chauvinistic remarks made by a man to a woman entering a traditionally male occupation.
2. List some traditionally female occupations and describe some of the problems men face upon entering those occupations.

PAT (cont.)

F. Starting a Small Business

Students will be able to:
1. List and evaluate the costs involved in starting a small business.
2. Describe the issues involved in establishing a small business.

STEPHANIE

A. Your Record and Your Rights

Students will be able to:
1. Discuss their school policy on student rights with a school official.
2. Answer questions about their school's policy on student rights.

B. Job Conflicts

Students will be able to:
1. Identify personal characteristics helpful in dealing with difficult situations.
2. State alternative ways to deal with job conflicts faced by a woman in an all-male job situation.
3. Graphically represent the levels of power and influence of various positions in some organization they are familiar with.

C. Role Playing

Students will be able to:
1. Present arguments in a role play situation or persuade Stephanie's boss that she has earned a promotion OR present arguments to convince Stephanie that she is not eligible for promotion.
2. State whether the role play situations were realistic.

D. Reviewing the Situation and Taking Action

Students will be able to:
1. Plan a strategy to enable Stephanie or bring a complaint of sex discrimination against the police force OR plan a strategy to enable the chief to defend the force's decision not to promote Stephanie.
2. Find information that supports their point of view from the materials presented to date.
3. Listen to a tape on sex discrimination.
4. Identify courses of action open to someone facing sex discrimination on the job.
5. Identify consequences of each course of action.
6. Conduct a mock "appeals board" hearing as an example of one course of action.

EVELYN

A. Welfare: True or False

Students will be able to:
1. Answer a true-false quiz about the welfare system as it is administered in their State and check their answers for accuracy.

EVELYN (cont.)

B. The Advantages and Disadvantages of Marriage

Students will be able to:
1. State the advantages and disadvantages of marriage for Evelyn.
2. State the advantages and disadvantages of marriage for Charlie.
3. Write an essay on whether they think Evelyn should marry Charlie now, later, or never, and explain the reasons for their decision.

C. Influences on Our Lives

Students will be able to:
1. Identify the people who influence Evelyn's life.
2. List the way in which each person identified above is an influence on Evelyn's life.
3. Identify the people who influence their own lives.
4. List the ways the people identified in # 3 above influence their lives.

D. If You're So Smart, Lady, Why Aren't You Rich?

Students will be able to:
1. Define job status in terms of blue collar, white collar, managerial, and professional jobs.
2. Define the job status of most women workers in their area.
3. Explain various reasons for the job status of women, locally and nationally.
4. Determine what job status they would prefer.
5. Generate ideas for achieving different job statuses.

E. Vocational Training Opportunities

Students will be able to:
1. Read a transcript on vocational training opportunities in their State.
2. Fill out an activity sheet on the type of training they might be interested in pursuing.
3. Describe what they would have to do to get that training.

TERRI

A. Interviewing Parents and Friends

Students will be able to:
1. Interview people to learn how they got their first jobs.

B. Ways to Approach the Job Market

Students will be able to:
1. State how people they know got their first jobs and draw comparisons between the different methods.
2. List ten jobs available in their area.
3. Rank five of these jobs according to personal preference.
4. Identify skills they have that might help them get those jobs.

TERRI (cont.)

C. Family/Work Conflicts

Students will be able to:
1. Identify reasons why a woman with children might decide to go to work.
2. Identify some of the conflicts that can arise in a family when the mother goes to work.
3. Analyze a family/work conflict situation, identifying ways to handle such conflicts.

D. Supporting a Family

Students will be able to:
1. Read a transcript on vocational training opportunities in their State.
2. Fill out an activity sheet on the type of training they might be interested in pursuing.
3. Describe what they would have to do to get that training.

We're Getting Along OK, but It's No Picnic (alternate)

Students will be able to:
1. Refine their awareness of the limitations of living on a welfare budget.
2. Learn how to budget by using budget worksheets.

E. Family Goals

Students will be able to:
1. Formulate a plan for family life in which both husband and wife have careers.
2. Recognize that it is possible to achieve several goals simultaneously, but it is not necessarily possible to achieve every goal.

CONCLUDING DAYS

A. Summing Up Unit IV: What Has This to Do with Me? (optional)

Students will be able to:
1. Relate the kinds of problems in Unit IV cases to possible problems in their own lives.
2. State the function of simulation.
3. State how the skills and experiences of Unit IV are relevant to personal needs.

B. Looking Backward: What Have We Learned?

Students will be able to:
1. Identify unrealistic elements in an account of a rural woman's life.
2. State what they have learned from the curriculum.
3. Generate a realistic fictional account of a rural woman's life.

SYNOPSES OF CASES

PAT -

married after graduating from high school
two children
had only summer jobs and babysitting jobs before marriage
needs money because husband had bad accident and cannot work
loves kids, would like job that provides for time with family
starts babysitting business, then goes on to electrician training and apprenticeship
develops electrician's business
husband becomes accountant

STEPHANIE -

single
no children
went to police academy -- harrassed by men there but graduated 7th in class of 35
not promoted, apparently because of discrimination
takes case to boss, then to appeals board

EVELYN -

divorced -- dated only Jack in high school, married him right after graduating
one child
limited work experience
husband earned minimum wage, heavy debts
Evelyn and baby on welfare
considers remarriage
starts vocational training

TERRI -

married Bill right after graduating from high school
one child, two and a half years old
lived in foster homes during teens, wants to have home and family more than anything
no work experience
first years of marriage were rough, no money
wants job to fight boredom
gets job as nurses' aide
separates from husband, goes on welfare
enters training program, becomes secretary

SKILLS AND TOPICS COVERED

	PAT	STEPHANIE	EVELYN	TERRI
Identifying personal resources	x	x		
Filling out a job application form	x			
Understanding student rights		x		
Dealing with job conflicts	x	x		
Dealing with sex discrimination	x	x		
Understanding power and hierarchy		x		
Confronting the boss		x		
Role playing		x		
Planning strategy		x		
Supporting your point of view		x		
Understanding welfare			x	
Writing a resumé and cover letter	x			
Applying decision-making skills (risks, costs, and benefits)			x	
Recognizing who influences us			x	
Using vocational training information			x	x
Identifying jobs in the area	x		x	
Identifying skills needed for jobs	x			x
Recognizing the hidden agenda		x		
Considering marriage			x	
Generating consequences of changing your job status			x	
Creating jobs in your area	x			
Brainstorming		x		x
Assessing personal skills	x			
Interviewing				x

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	PAT	STEPHANIE	EVELYN	TERRI
Being interviewed	x			
Applying for a job	X			
Identifying family/work conflicts				x
Resolving family/work conflicts				x
Starting a small business	x			

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STUDENT RECORD SHEET

Check if Completed

Lesson # 1

_____ Read Scenario
_____ Complete Student Activity Sheet # 1
_____ Read and complete Student Activity Sheets # 2 - # 4
_____ Read and complete Student Activity Sheets # 5 - # 9
_____ NOTE: Student Activity Sheets # 5 - # 9 are homework for lesson # 1 only if the optional lesson is not used.

Optional Lesson

_____ Discuss job situations
_____ Read and complete Student Activity Sheets # 5 - # 9

Lesson # 2

_____ Read Update # 1
_____ Complete Student Activity Sheet # 10
_____ *Interview for a job

Lesson # 3

_____ Read Update # 1
_____ Read Student Activity Sheet # 11
_____ Complete Student Activity Sheet # 12
_____ Discuss in class: "Creating Jobs"
_____ Complete Student Activity Sheet # 13 (homework)

Lesson # 4

_____ Complete Student Activity Sheet # 14
_____ Complete Student Activity Sheet # 15
_____ Read Update # 3

Lesson # 5

_____ Complete Student Activity Sheet # 16
_____ Discuss in class: "Dealing with Prejudice"
_____ Read Update # 4

Lesson # 6

_____ Read Update # 5
_____ Complete Student Activity Sheet # 17
_____ Discuss in class: "Starting a Small Business"
_____ Read Update # 6 (Final Update)

*Denotes prior arrangements necessary

STUDENT RECORD SHEET

Check if Completed

Lesson # 1

_____ Read Scenario
_____ Complete Student Activity Sheet # 1
_____ Read and complete Student Activity Sheets # 2 - # 4
_____ Read and complete Student Activity Sheets # 5 - # 9
_____ NOTE: Student Activity Sheets # 5 - # 9 are homework for lesson # 1 only if the optional lesson is not used.

Optional Lesson

_____ Discuss job situations
_____ Read and complete Student Activity Sheets # 5 - # 9

Lesson # 2

_____ Read Update # 1
_____ Complete Student Activity Sheet # 10
_____ Interview for a job

Lesson # 3

_____ Read Update # 1
_____ Read Student Activity Sheet # 11
_____ Complete Student Activity Sheet # 12
_____ Discuss in class: "Creating Jobs"
_____ Complete Student Activity Sheet # 13 (homework)

Lesson # 4

_____ Complete Student Activity Sheet # 14
_____ Complete Student Activity Sheet # 15
_____ Read Update # 2

Lesson # 5

_____ Complete Student Activity Sheet # 16
_____ Discuss in class: "Dealing with Prejudice"
_____ Read Update # 4

Lesson # 6

_____ Read Update # 5
_____ Complete Student Activity Sheet # 17
_____ Discuss in class: "Starting a Small Business"
_____ Read Update # 6 (Final Update)

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LOOKING FOR JOBS

Objectives

1. Students will be able to identify entry-level jobs open to people with no post-high school training or job experience.

2. Students will be able to state some of the different processes used in applying for those entry-level jobs.

3. Students will be able to successfully complete a comprehensive job application form.

4. Students will be able to write a resumé and cover letter for use in applying for a job.

Materials

Scenario
Student Activity Sheet # 1
Student Activity Sheets # 2 - # 4
Student Activity Sheets # 5 - # 9 (homework)

Lesson Plan

1. Introduce the unit format to the class. Explain that they will be working with case studies of rural women and initially will use the role of Pat. If appropriate, explain to the class why the cases are all about women (see the explanation in the Unit IV introduction).

2. Divide the students into small groups. Hand out copies of the Scenario, which introduces Pat, and copies of SAS # 1. Have everyone read the Scenario before they begin to work on SAS # 1 by looking through the want ads for entry-level jobs. They should understand that the process for applying should be taken directly from the ad. For instance, if the ad says, "Send resumé to Valley News -- Box 214," that is what they should write in the column "Process for Applying."

3. Students should then choose a job that Pat might want to apply for or that they might want to apply for themselves. Hand out copies of SASs # 2, # 3, and # 4 entitled "Filling Out a Job Application Form," "Application for Employment Form" and "Key to Application" respectively. Students should fill out the application as if they were actually applying for the job. The "Key to Application" sheet (blue) should answer any questions they have. You may want to go over the key orally in class. Students should use the key and not you for a reference.

Homework

1. For homework, hand out copies of SASs # 5 - # 9. These five SASs relate to writing a resumé and cover letter.

2. Read over the instruction sheet (SAS # 5): "Writing a Resumé and Cover Letter") with the class, making sure that they understand that they are to write both a resumé and a cover letter using information about themselves.

3. The instruction sheet (SAS # 5) encourages them to complete the assignment for a job they would actually like to have. They may prefer to complete this homework assignment by applying for the same job they indicated they were applying for on SAS # 3: "Application for Employment," which they completed during today's class.

Notes to the Teacher

1. If you think your students will have difficulty completing this assignment in one night, you might want to give them several nights.

2. If you feel that your students need more time and direction to adequately complete the resumé and cover letter assignments, you may choose to incorporate the optional lesson which follows this day's lesson in the Teacher's Guide.

SCENARIO

Neil and I got married right after we graduated from high school. Till now, we've been really lucky, I guess. Neil's a wonderful husband and we have two gorgeous babies, Chuckie, who's one and a half, and Tammy, 4 months. We have a nice little house that our parents helped us buy and Neil has a pretty good job with the Northwestern Bell Telephone Company. Of course, he's been laid off for a couple of months both winters since we've been married. But we've managed to squeeze by on his unemployment checks somehow. That is, until now...

Remember that bad wind and rain storm last April? A lot of utility lines were damaged. Neil was working a lot of overtime to help catch up with bills that we had to let slide during those rough winter months. Anyway, he was up in the bucket of a repair truck, fixing a line, when a tree limb came down and knocked him out of the bucket. He fell 40 feet to the pavement. His back and both legs were broken, and he had a bad concussion. He'll have to be in the hospital for another couple of months. Our only income is workmen's compensation.

I feel kind of helpless right now. My husband won't be able to work again for a long time and the doctors have already told us he'll never be able to do the same kind of work he used to. And I've never really worked, except two summers. We decided when we got married that I'd stay home and give our kids the best love and education I could. That's what I wanted to do anyhow. Children have always been my main interest. I babysat for almost all the kids in town when I was in high school and worked in the town recreation program for two summers. I couldn't wait to have babies of my own to raise and care for. But things will have to change now. I guess I'll have to get a job. We can't make it with things as they are now and who knows how long it'll be before Neil gets back on his feet again.

LOOKING FOR JOBS

Pat has decided to get a job but doesn't really know what she can do. Can you help her?

Go through the job listings in the help-wanted ads in any paper you find in your classroom or at home, and pick out jobs you think Pat could apply for. Remember, she has no training past high school and very limited experience. So, don't pick out a job that would require her to have worked before or that would require any kind of special training.

In the space below, write the jobs you think Pat might be able to do and what she must do to apply for the job.

EXAMPLE:	
JOB	PROCESS FOR APPLYING
Checker at Safeway	Apply in person at Safeway

JOB	PROCESS FOR APPLYING

FILLING OUT A JOB APPLICATION FORM

Now, choose a job from the list you made on Student Activity Sheet # 1 that you think Pat might be able to get. She will probably have to fill out an application form similar to the one on the next page when she goes to apply, giving information about herself such as where she lives, where she went to school, what other jobs she has had, etc. Since you do not know all the information about Pat, you cannot fill one out for her. But we would like you to fill one out for yourself, to get a sense of what Pat would have to do to get herself a job.

The numbers on the application form mean that there is an explanation of the questions being asked on the pages following the form. Using those to answer any questions you have about the form, you shouldn't have any trouble filling it out. Before attempting to complete the application, see the "Key to Application" (SAS # 4).

1 Do not write in this space

_____ _____

_____ _____

_____ _____

APPLICATION FOR EMPLOYMENT

1 For office use only

_____

_____

_____

(please print clearly or type)

2 Name: _____
last first middle initial

3 Date: _____
Social Security number: _____

Present address: _____
no & street city state zip code

How long there? _____

4 Previous address: _____
no & street city state zip code

How long there? _____

5 Phone no.: _____ Date of birth: _____ Height: _____

Weight: _____ 6 Marital status: _____ U.S. citizen? _____

No. of children: _____ 7 Dependents other than spouse & children: _____ 8 Referred by? _____

9 Positions applied for: _____

10 Rate of pay expected: _____ 11 Full or part time? _____

---

12 EDUCATION

Name & address of last school attended: _____

Last year completed: _____

13 Special training & skills: _____

---

14 MILITARY

Branch: _____ From: _____ To: _____ Rank: _____

Type discharge: _____ Draft class: _____

---

15 FORMER EMPLOYERS List below last four (4) employers, starting with last one first.

Date month & year	Name and address of employer	Salary	Position	Reason for leaving
From				
To				
From				
To				

Ever discharged from a job?_____ May we call present employer?_____

16 Ever bonded?_____ Ever refused bond?_____ **17** Ever arrested?_____

If yes, please explain:_____

---

18 PHYSICAL RECORD

Do you have any physical defects that could limit your effectiveness in positions applied for?_____ If yes, please explain:_____

In case of emergency notify:_____
name address phone number

---

19 REFERENCES List below names of 3 persons, excluding relatives & former employers, whom you have known at least one year

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1.			
2.			
3.			

---

20 Please add any comments that may be helpful in considering your qualifications:

_____

_____

_____

_____

21 The facts set forth in this application are true and complete and I understand that false statements may be considered grounds for termination.

_____ _____
Date Signature of applicant

KEY TO APPLICATION

1. It is very important to follow directions on the application form exactly. Applications often have sections that are not to be filled out by the applicant. These are usually designated by the words: "For Office Use Only" or "Do Not Write in This Space."

2. Most applications ask you to list your name with either your last name first or your first name first; i.e., Doe, Joan E., or Joan E. Doe. Follow the directions given and always print all the information clearly in ink or type it. If you do not have a middle name and it asks for either your middle name or middle initial, put a dash through the space provided.

3. Social Security Number: In most cases you will be asked for your Social Security number. If you have not memorized it, bring the card with you when you go to fill out an application. List it in the same way it is listed on your card -- three groups of numbers. If you do not have a Social Security number, you should fill out an application for one at your local post office, and one will be mailed to you.

4. Addresses: If you are still living at home and have always lived at that same address, you will have no previous address to record. If this is the case, put a dash through the space provided for previous address. When listing your address, give your complete mailing address.

5. Phone Number: Your phone number includes your area code.

*6. Marital Status: You should write whichever of the following categories applies to you at the time of your application: married, single, separated, divorced, or widowed.

*7. Number of Children/Dependents: "Number of Children" refers to any children you have, not the number of children in your parents' family. "Dependents other than spouse and children" refers to people who are dependent upon you for financial support. This might include parents, dependent sisters or brothers, or other relatives.

8. Referred by: List the name of the person or agency that referred you to this job or company.

9. Positions Applied for: You should list any and all positions for which you want to be considered.

10. Rate of Pay Expected: It is often a good idea to find out the standard rate of pay for the job you are applying for. You should list what you hope to be paid. If you list a pay rate that is less than they are prepared to pay, they will assume that you are willing to work at that rate and will only pay you that amount. On the other hand, if you put down a rate of pay above what they want to pay, they may not offer you the job if someone else is willing to take the "normal" rate of pay.

---

*Remember: Questions referring to marital status, dependents, race, age, sex, and other non-job-related personal characteristics may not legally be used as a basis for employment decisions.

11. Full or Part Time: Full-time work is usually 35 to 40 hours per week for most jobs. If you are interested in working less than that number of hours, you are applying for part-time work. Some jobs are only offered as either full or part time. You should find out the situation before you apply.

12. Education: You should list only the level of education you have completed. If at the time of the application you are still in school, you should give the last grade you completed.

13. Special Skills: You should first list the skills you have that are most relevant to the job you are applying for. You can list skills acquired through vocational or other courses as well as those acquired on a job or through personal interest (i.e., you taught yourself how to type or how to repair radios).

14. Military: Complete the entire section if you are currently in or have been in the military. If you have not been in the military, put a dash in all the spaces in the section to indicate that you read the section but it does not apply to you.

15. Former Employers: You should list as many employers as you have had up to the number specified in the spaces provided. You should always start with the most recent. If you are currently employed, your current place of employment is considered the most recent and should be listed first. If, for example, you were hired by a company in June, 1976 and are still employed there, you should write FROM: June, 1976; TO: Present.

16. Bonded/Refused Bond: People who are in a position where they handle money, such as bank guard, are sometimes bonded. To be bonded means that the company you work for purchases a bond, which is somewhat like an insurance policy, as a way of insuring themselves against possible misuse of their funds. To have been bonded, you should have had to fill out an application form applying to be bonded. If you did so and were refused bond, you should state that in the space provided.

17. Arrested: If you have ever been arrested, even if it was before you were 16 years old, you should say so. Some States have a procedure whereby people arrested more than 2 years previously who have not been in trouble since can have their arrest records annulled. Legal Aid is a good source of information on individual State laws.

18. Physical Record: If you have any physical defects such as a hearing problem, problems with speech or vision, heart troubles, or any other physical handicap that you think may interfere with the type of work you are applying for, you should state the information in the space provided.

19. References: Most applications ask you to list one or more personal references -- people other than relatives or employers who know you well. It is a courtesy to speak with the people you might want to list as a reference before you use their name as a reference. Some people do not like to serve as references or may not feel that they know you well enough. It is better to find out ahead of time. Make sure that you know the full name, address, and telephone number of the people you give as personal references, as you will often need that information to complete the application.

20. Your Comments: This space is sometimes provided on applications to give you an opportunity to give some information about yourself that you think someone should know in considering your application. You should include skills or experiences that you think may be helpful in doing the job as well as reasons that you are interested in the job. This space should be used to give additional information about yourself, not just to restate information already included in other sections of the application.

21. Most applications have a paragraph that you are expected to read before signing your name. Your signature means that you have read that statement and understand and accept what it says. Before signing the application, recheck the entire application to make sure that you have completed all appropriate sections and that the information you have provided is accurate. When signing an application, write your full name: do not print and do not use a nickname.

WRITING A RESUMÉ AND COVER LETTER

Sometimes the only contact a job applicant has with an employer is through a resumé. Employers usually read the resumés of many applicants before requesting interviews with a few. Therefore, it is very important that a resumé be done correctly.

Your resumé tells the employer about you. It gives him/her a general idea about your skills, abilities, and job experience. A person can include volunteer or club work, interests, extracurricular activities, and special educational qualifications in a resumé as well as job experience to show the full range of skills and interests he/she possesses.

When you mail your resumé to an employer, you should also send a cover letter. This is simply a short letter to the employer that asks him/her to consider you for the job. It also gives the reasons why you want the job and requests an interview.

Student Activity Sheets # 6 and # 8 are examples of a resumé and a cover letter. Both the resumé and the letter should always be typewritten, and care should be taken to be sure they are neat. Your signature on the cover letter should be handwritten in ink.

Read the examples carefully, and then try to write a resumé and cover letter for yourself. If you have a particular job in mind, write your resumé and cover letter to use in applying for that job. For example, if you would like to have a job teaching horseback riding, include all your experience with horses. Perhaps you have won ribbons at horse shows or have had a similar job in the past. Include membership in clubs, any training courses you have taken, or extracurricular activities you participate in if they have given you experience or skills that might help you get a job.

Always keep at least one copy of your resumé for yourself, and add any new information or experience you acquire.

Someday, <u>your</u> resumé may help get you a wonderful job!

SAMPLE RESUMÉ

1 Allison Smith
Box 83
Fairlee, Vermont 05045
(802) 333-5902

2 Career Objective: Position involving personal contact with people and responsibility for all aspects of department management.

3 Work Experience:

1975 - present	Manager of Produce Department, Bradford IGA, Bradford, Vt. -- responsible for ordering fresh produce, produce displays, bookkeeping for department, supervising produce clerks, answering customer inquiries. Occasional responsibility for dairy department.
1974 - 1975	Assistant Manager of Produce Department, Bradford IGA, Bradford, Vt.
1971 - 1974	Homemaker - responsible for family finances and budgeting.
1969 - 1971	Part-Time Clerk Typist, Hardwich Advertising Agency, Fairlee, Vt. -- typed correspondence and filed invoices.

4 Education:

Sept. 1970 - June 1971	Bookkeeping I and II, Lebanon College, Lebanon, N.H. -- Certificate of Completion
Sept. 1969 - June 1970	Typing Course, Lebanon College, Lebanon, N.H. -- Certificate of Completion
Sept. 1964 - June 1968	Thetford Academy, Thetford, Vt. -- High School Diploma

5 Related Experience:

Volunteer work: Secretary of First Presbyterian Church Women's Guild, organized Nearly New Sale for church fund raising.

6 Personal Data: (Optional)

Age: 28
Height: 5'6" Weight: 145 lbs.
Health: Excellent
Marital Status: Single, son age 6
Interests: Reading, creative writing, handcrafts

7 References:

Mr. Leonard Slack
Store Manager
Bradford IGA
Bradford, Vermont
(802) 222-1133

Reverend Thomas Gill
RFD
Newbury, Vermont
(802) 866-5182

KEY TO RESUMÉ

1. Name and Address -- In the upper left-hand corner, you should include your full name, your complete address, and your telephone number, including area code.

2. Employment or Career Objective -- Give a short statement of your goals or what you wish to do on a job.

3. Work Experience -- All part-and full-time work should be included here.
   a. Most people use the format given, stating their work experience in chronological order, listing their current or most recent job first and working back to their first job.
   b. After stating your job title, you may want to give a brief description of the skills used for that job.
   c. Another acceptable method for arranging work experience is the following:

      Manager of Produce Dept., Bradford IGA, Bradford, Vt., 1975 - present. Responsible for ordering fresh produce...

4. Education -- List all education and training courses starting with the most recent and working backward chronologically. Include:
   a. Date of completion, name of institution, location.
   b. Whether you completed courses of study. You can often indicate this by stating degree or certificate of completion.

5. Related Experience -- Include experiences that you have had outside of paid employment that you think have helped prepare you for employment in general and for this particular job. Include: hobbies, school activities, volunteer work, etc.

6. Personal Data -- If you wish, briefly state pertinent information about yourself.

7. References -- Give complete information -- name, address, and phone number -- for the people who have agreed to be your references.

SAMPLE COVER LETTER

Box 83
Fairlee, Vt. 05045 1
May 10, 1978

Ms. Jolene Blaire, Manager
Super Department Store 2
Box 14
West Lebanon, N.H. 03784

Dear Ms. Blaire: 3

Please consider my application for the job of assistant manager, advertised in Friday's Valley News. I believe that my training and experience have prepared me to handle the job to your satisfaction. 4

I am 28 years old, single, and have one child. I graduated from Thetford Academy in June 1968. Since then I have taken bookkeeping and typing classes at Lebanon College, Lebanon, N.H. I have been employed as a department manager at the Bradford IGA Supermarket in Bradford, Vt. for the past three years. 5

Enclosed you will find a complete job and personal resumé that includes references. 6

I would appreciate an opportunity to discuss the job with you at your convenience. I can be contacted by telephone at (802) 333-5902. 7

Sincerely,

Allison Smith 8

Allison Smith

Enclosure - Resumé

KEY TO COVER LETTER

1. Return Address and Date: Give your full mailing address and the date you are writing the letter. The month is written out; do not abbreviate.

2. Inside Address: This is placed at the left margin, lower than your own address and the date. You should include:
   a. the name of the person to whom you are writing, if you know it.
   b. the title or position of the person to whom you are writing.
   c. the name of the organization or business.
   d. the full address of the organization or business.

3. Greeting: If you know the name of the person to whom you are writing, you should use his/her name, as is done in the sample. If you are writing to a personnel director or manager and do not know that person's name, you should write "Dear Sir/Madam:" If you know that the person to whom you are writing is a woman, simply put "Dear Madam:" or if it is a man, "Dear Sir:"

4. Position Applied for: Give the name or description of the job as it appeared in the advertisement. State where you learned about the job opening.

5. Qualifications: Give the important details of your qualifications, particularly as they relate to the position you want. If you can, show that you have the qualifications asked for in the advertisement. This is the most important part of the letter. You want the employer to be interested in your qualifications so that he/she will want to know more about you.

6. Enclosures: State in a sentence or two what you are enclosing with the letter such as resumés and references.

7. Request for an Interview: Indicate that you wish to have a job interview and when you are available. State any times you are not available owing to work or other reasons.

8. Close: Include a complimentary close such as "Sincerely yours" or "Yours truly," sign with your signature, and type or print your name. The "Enclosure" or "Enclosures" indicates that you are sending something with the letter. In this case a resumé is enclosed.

PREPARING A RESUMÉ

Objectives

1. Students will be able to identify the most appropriate method of screening applicants and the qualifications they would look for in an applicant as an employer, given a situation describing a job opening.

2. Students will be able to write a resumé and cover letter for use in applying for a job.

Materials

Employer Vignettes (Teacher's Guide copy)
Student Activity Sheets # 5 - # 9

Lesson Plan

1. Briefly review yesterday's work, which illustrated that there are a variety of application forms and approaches that an employer could use when searching for someone to fill a job opening. These include having an applicant:

   a. apply in person
   b. submit a resumé
   c. complete an application form
   d. answer an ad by phone and set up an appointment for an interview

2. Ask your students to imagine themselves as an employer who has a job opening to fill. Explain that you will read them situations in which an employer wants to fill a job. (Note: Read as many of the vignettes as you have time for -- this exercise should take no more than 15 minutes.) After hearing the situation, the class should decide: a) what method(s) of application the employer would most likely choose and why (point out to them that each employer knows he/she will receive a large number of applicants and may want to screen applicants prior to interviewing), b) what different kinds of information can be gained from each method, and c) what qualifications and considerations are most likely to be important to the employer as he/she decides who to hire to fill the position.

3. Once the class has completed the above activity, introduce the next activity, explaining that employers often request applicants to submit a resumé instead of an application form. Hand out SAS # 5: "Writing a Resumé and Cover Letter" and read it over with the class. Pass out SAS # 6: "Sample Resumé," SAS # 8: "Sample Cover Letter," and the corresponding keys (SASs # 7 and # 9). Tell the students that, using the samples, they are to write a resumé and cover letter for themselves for a job they might like to apply for. They can complete the activity for a hypothetical job if they prefer. If students do not have time to complete the resumé and cover letter in class, they can finish the assignment as homework.

EMPLOYER VIGNETTES

1. My name is Joe Brown. I own and operate the Seafood Palace restaurant. I have a job opening for a waiter or waitress, and I am interested in hiring the best person for the job. My restaurant and my customers are my livelihood. If I hire a bad waitress or waiter I could lose a lot of business. I'll put an ad in the newspaper today. I need someone soon, and I can't afford to spend much time screening applicants.

2. I'm Lisa Davis, the manager of the Big Value supermarket on Main Street. I have two job openings right now, both for checkers. Checkers' jobs are popular in the area because they don't require any previous experience or further education. I'm sure that a lot of people will apply. I can't personally interview each and every person who wants the job, so I need to have some idea about the applicants' qualifications so I'll know which persons to interview.

3. My name is John Mason. I sell insurance, and right now I need some myself -- insurance against hiring an inexperienced person for the position I have open. I need a new personal secretary. The woman I have worked with for many years got a job as an executive. I need someone who can at least come close to her experience and manage both my office and my professional life. Whomever I hire must be an independent decision maker who learns fast and knows how to say "no."

EMPLOYER VIGNETTES: QUESTIONS AND ANSWERS

1. Q. What qualities and characteristics will Joe Brown look for in an applicant for the waitress/waiter job?

   A. Experience; ability to interact well with people; pleasant personality; pleasant, clean appearance; cheerful attitude.

   Q. How could Joe best (quickly and effectively) find out which applicants have these qualities?

   A. Since Joe is in a hurry, he should have applicants call him on the telephone to arrange an interview. During the interview, Joe can use his knowledge of people to judge whether the applicant would be good for the job.

2. Q. What qualities and characteristics will Lisa Davis look for in an applicant for checker jobs?

   A. Accuracy, ability to follow directions, math skills, a good memory, and manual dexterity.

   Q. How could Lisa find out which applicants have these qualities?

   A. Lisa should have applicants fill out a job application form. By reading the application, Lisa can screen out people who are obviously not qualified for the jobs. Then she can arrange for interviews with those who do seem qualified.

3. Q. What qualities and characteristics will John Mason look for in applicants for the position of personal secretary?

   A. Decision-making skills, management skills, good basic secretarial skills, good judgment, experience.

   Q. How could John find out which applicants have these qualities?

   A. John should ask applicants to submit a resumé. This will enable John to get a clear idea of each applicant's background and experience. Then, he can select a few people whom he wants to interview personally. A resumé gives more detailed information than a job application form and saves John time that might otherwise be spent interviewing unqualified people.

PREPARING FOR AN INTERVIEW

Objectives

1. Students will be able to answer questions relating to themselves as applicants in preparation for an interview.

2. Students will be able to list important ways to make a good impression in an interview.

Materials

Update # 1
Student Activity Sheet # 10
Person from the community to conduct interviews
Student Interview Feedback Sheet

Lesson Plan

1. It is important to plan ahead for this lesson. It includes the use of outside resource people to stress the importance of preparing for a job interview. You need to identify and contact a community person to come in and actually conduct interviews with the individual students in the class. Possible resource people might include a person such as a businessperson, a personnel manager, an employee of the State Department of Employment Security; or, if those are not available, someone from the school system who does the hiring such as a superintendent, a principal, or a retired businessperson.

2. The interviewers should tell you ahead of time about a variety of jobs they feel comfortable interviewing someone for. Students can then choose one of those jobs and prepare to apply for it. Have as many students as possible participate in an interview. Ideally, every student should participate.

3. Before the interview, have each student read Update # 1 and fill out SAS # 10: "Preparing for an Interview."

4. After the interviews, have the interviewer fill out an Interview Feedback Sheet for each "candidate." The feedback sheet is geared to SAS # 10, so the students should be well prepared for the interview.

5. There are a variety of ways of dealing with the student feedback sheets. Having the students write three or four "I learned" statements or three or four sentence completions around the phrase, "For my next interview, I will..." are probably the best. You may want to talk to the students individually over the next few days to help them assess the feedback.

UPDATE

I've been reading the want ads every day, trying to find a job that's right for me. It sure isn't easy. Most of the jobs listed don't pay very much. I would have to pay for a babysitter for Tammy and Chuck and for someone to stay with Neil out of my salary. There wouldn't be much left if I took a low-paying job. The hours would have to be right for me to be able to spend time with my kids, too. As far as I can see, there's only one job listed that is worth applying for.

The Valley School District is advertising for an elementary teacher aide. The hours are perfect, the pay is good, and the job is near home. I could even come home to eat lunch with Neil. And I know I'd enjoy the work and being with kids. This position is for a second grade teacher aide, and that age group is fun. I babysat lots of second graders before I was married.

The thing is, I'm scared to go for an interview because I don't have the qualifications the want ad specified. The ad said applicants should be certified or have three years of experience, and of course neither condition applies to me. But I have had lots of babysitting experience, and I'm raising two kids of my own. Maybe that will help. I'd really like to get that job.

PREPARING FOR AN INTERVIEW

Assume you are getting ready to interview for a job by answering the following questions. The job you are applying for is _____.

1. List the reasons why you want the job you've chosen to interview for:

2. List the education and training you have had that make you a good applicant:

3. List the experiences and background you have had that make you a good applicant:

4. List your personal strengths or interests that make you a good applicant:

5. List the things that you could contribute to the job:

6. List the ways that you should go about making a good impression during the interview: dress, appearance, showing interest, etc.:

STUDENT INTERVIEW FEEDBACK SHEET

Applicant name: _____ Interviewer: _____

	Very Strong	Strong	OK	Weak
Reasons for applying				
Background -- education & training				
Background -- experience & personal				
Interest in the position				
Potential contribution of applicant to program				
Poise during interview				
Appearance during interview				
Ability to relate well to others				
Applicant's sense of responsibility				
Applicant's overall chance for position				

CREATING JOBS

Objectives

1. Students will be able to identify possible markets for goods and services from a written description of a rural community.

2. Students will be able to identify a wide variety of small-scale enterprises that might tap those markets.

3. Students will be able to identify the skills, resources, and personnel that would be required to start some of these enterprises.

4. Students will be able to write a description of their own community and replicate the process described above to create possible jobs for themselves.

Materials

Update # 2
Student Activity Sheets # 11, # 12
Sample: "Analyzing Valley" (Teacher's Guide copy)
Large sheet: "Analyzing Valley"
Student Activity Sheet # 13 (homework)

Lesson Plan

1. Have students read Update # 2.

2. Introduce the lesson. Point out to students that, like Pat, many people have difficulty finding suitable jobs, especially in rural areas. Suggest that one way to make a living is to "invent" a job that will serve some part of the local population. These jobs are usually small businesses or service occupations that don't require a lot of money to start. Tell them that today, the class will figure out what a person might do to invent a job in a particular community. Tell them that for homework, they will complete this process for themselves.

3. Pass out SAS # 11 and SAS # 12. Tell them that you will read the "Creating a Living" sheet (SAS # 11) out loud while they fill out the "Valley's populations" column on the "Analyzing Valley" sheet (SAS # 12). Define a population simply as "a group of people who might want to buy something Pat could offer" and goods and services as "something Pat might sell or do for that population." Start reading and give them an example (e.g., parents who work at night might buy box suppers for their families, sitter services, an after-school program, etc.). Encourage them to think of as many different goods and services as possible. This is the time to let imaginations run free.

4. After you have read the case, give the class a few minutes to finish filling out the sheet. Tell them to list the four jobs <u>they</u> think would be best for Pat. If necessary, define skills (what Pat would have to be able to <u>do</u>), resources (what Pat would <u>need</u> to do it, including money, materials, vehicles, and space), and personnel (whom Pat would need to have work for her).

5. After students have filled out the sheets, have them compare notes on the populations they have defined, and the goods and services they have thought of. List the populations on the large sheet "Analyzing Valley," with the goods and services possibilities across from them.

6. Following the discussion format, ask the class the following questions:

- Which of these jobs are likely to earn Pat enough money so that she could support her family?
- Which jobs could supplement a husband's income?
- Which jobs could Pat take if she had to be at home much of the time with little children?
- Which jobs require the least resources? The least personnel? The least advanced training?

Underline each kind of job with a different-colored Magic Marker or crayon. If some jobs fit more than one criteria, underline them with the colors that are appropriate. As the discussion continues, the students should see which jobs are the most flexible and which are the most plausible for people in different life circumstances.

Optional: Have the class generate a description of their community that parallels the description of Valley.

Homework

1. Pass out SAS # 13 and tell the students to fill out those sheets for themselves and for their own community.

Notes to the Teacher

1. The sample "Analyzing Valley" sheet is provided to help you in getting the students to think of ideas. These are just possibilities--the class may come up with more interesting ideas.

2. You might point out to them which of their options could make the highest profit. Point out that high-profit jobs generally require the highest capital investment and risk. Don't discourage them from doing this kind of thing--they should just know what they are getting into.

3. Optional: (a) Find out about part-time (summer) jobs from the school faculty or others. (b) Find out how to finance a business venture. (c) Get a speaker on turning hobbies into businesses from the extension service or Jaycees. (d) Have the class research magazine articles on the above topic.

ANALYZING VALLEY

VALLEY'S POPULATIONS	GOODS AND SERVICES THEY MIGHT BUY
1.	
2.	
3.	
4.	
5.	
6.	
7.	

FOUR POSSIBLE JOBS FOR PAT:

1.
2.
3.
4.

WHAT PAT WOULD NEED
TO INVENT THESE JOBS:

	Skills	Resources	Personnel
Job # 1			
Job # 2			
Job # 3			
Job # 4			

SAMPLE: ANALYZING VALLEY

Valley's Populations	Goods and Services They Might Buy
Parents who work in factories	Sitters, after-school program, day care, box suppers.
Old people	Trash collection, wood delivery, shopping service, transportation, home and lawn maintenance, gardening, homemaking
Construction workers and harvesters	Bar, day care (for women in office), hot lunch wagon
Commuters	General gardening work, home repair, trash collection, delivery services, nursery for plants
Farmers and ranchers	Selling poultry, eggs, excess produce in town
Vacationers and sportspeople	Restaurant, crafts shops, souvenir shops, gun store (for hunters), fishing equipment store
Homeowners	Catering services, gardening, laundry services, plant store, house painting, cake decorating

Four Possible Jobs for Pat

1. Catering service
2. Wood cutting and delivery
3. Plant store
4. Run a babysitting service

WHAT PAT WOULD NEED FOR THESE JOBS

	Skills	Resources	Personnel
Job # 1	Planning menus, good cooking skills, elegant serving methods	Car, cookbooks, cooking equipment, money to advertise	No one but herself at first -- maybe helpers later
Job # 2	Knowledge of wood splitting, cutting	Chainsaw, splitter, delivery truck	No one but herself at first -- maybe a partner would make it more fun later
Job # 3	"Green thumb," knowledge of what plants homeowners and commuters like, ability to set up an attractive display, bookkeeping and management skills	A good supplier, capital to set up shop, capital to keep going until she makes a profit	Shop assistant or partner would make life easier -- otherwise Pat has to work all day, 6 days a week
Job # 4	Being good with kids, getting licensing and money arrangements set up, ability to plan activities	Space, license, kids' toys and books, activity resource books	No one now -- maybe helper later

UPDATE

I went for the interview and did the best I could to present myself as the best person for the job. I talked about how much I enjoy children and the experience I've had in caring for them. The interviewer said he'd get back to me within a week.

I didn't get the job. The principal of the elementary school called me herself. She told me I'd done really well during the interview, that I talked about the right things and expressed myself well. But lots of certified teachers had applied for the job and I lacked the specific qualifications needed to compete with other applicants.

I was really depressed for a couple of days. There was nothing else worth applying for, and I didn't know what I could do. Finally, I decided I had to pull myself together and somehow find a solution to my problem. After much thought, it occurred to me that if I couldn't get a job that already exists in my area, I should try to invent one. Since Neil has some money coming in, I decided to give myself a few months to see what I could come up with.

One thing I know for sure -- I won't do anything that would mean I never get to be with my children. They need me now while they're small, and I need them too. And Neil really needs me now too; this has been so hard for him. He is just so unhappy not working and having to lie on his back all day every day. Oh, he's getting stronger each day, but the healing is really too slow for him. He wants so much to be back on his feet again. What I'd really like, I think, is to work out of my own home and be near my kids and Neil in case they need me. A job like that sure would be perfect.

CREATING A LIVING IN VALLEY

Valley, Neb.

Businesses: Valley Irrigation Company, Valley Cafe, B & C Motors, Gamble's, Red Dot Grocery, Valley Implement, Memorial Hospital, Good Samaritan Nursing Home

Nearby Towns: Schuyler (8 miles), home of Valley alfalfa dehydration plant, Creighton (16 miles), home of Creighton Academy, Fluffy Down Garment Corporation

Major Attractions: Niobrara River (fishing and white water canoeing) Czech Festival

Clubs: Rod and Gun Club; Valley Snowmobile Club, Creighton Country Club

Pat has a problem. She has applied for a number of jobs and has not been able to get one. She has lived in Valley all her life and she really can't move away from Neil and the kids. But the job market in Valley is quite small; except for the families who run Valley's farms and ranches, all the people Pat knows work at the Fluffy factory or for the implement company. A lot of women work at the Fluffy factory, mostly on the 3:30 to 11:30 p.m. swing shift. But Pat can't work there since she is allergic to the feathers they use and practically breaks out in hives driving by the place.

She applied for a bookkeeper's job at Valley Irrigation on the basis of her two high school accounting courses, but there were older and more experienced people waiting in line for that job. And B & C Motors wasn't quite ready for a lady mechanic, even if Pat had thought she was ready to be one.

The few small businesses in Valley were all family-run and didn't need outside help. The nursing home only wanted registered nurses and LPN's. The expanding academy in Creighton provided jobs for professionals, but that didn't apply to Pat.

Most of the rest of the people Pat knew in the Valley didn't work in the area. There were a few people who commuted to Center City, thirty miles away. There was a large group of retired people, some of them with quite a lot of money. There were many weekenders and vacation families. They came to fish and hunt and play at being ranchers. But they made their livings someplace else.

Looking at the jobs available in Valley depressed the daylights out of Pat. "If I can't find a job in Valley, I'll try to invent one," Pat said to herself. "I'll give myself a year and see what I can do."

ANALYZING VALLEY

Valley's Populations	Goods and Services They Might Buy
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

FOUR POSSIBLE JOBS FOR PAT

1. _____

2. _____

3. _____

4. _____

WHAT PAT WOULD NEED FOR THESE JOBS

	Skills	Resources	Personnel
Job # 1			
Job # 2			
Job # 3			
Job # 4			

ANALYZING YOUR COMMUNITY

Your Community's Populations	Goods and Services They Might Buy
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

FOUR POSSIBLE JOBS FOR YOU

1. _____
2. _____
3. _____
4. _____

WHAT YOU WOULD NEED FOR THESE JOBS

	Skills	Resources	Personnel
Job # 1			
Job # 2			
Job # 3			
Job # 4			

LIFE SKILLS

Objectives

1. Students will be able to identify skills they have acquired through experience rather than through training.

2. Students will be able to name a job they might create using their own life skills.

3. Students will be able to brainstorm possible jobs a person in their area might create.

4. Students will be able to list what that person would need to do or have to create a certain job.

Materials

Student Activity Sheet # 14
Student Activity Sheet # 15
Update # 3

Lesson Plan

1. Students should work individually on SAS # 14. Once they all have finished that activity, they should work in their groups to complete SAS # 15.

2. In the event that the groups have difficulty listing possible jobs for SAS # 14, here are some you might suggest they consider:

making children's wooden toys
house painting
running a plant nursery/cultivating houseplants
furniture refinishing
home bakery
licensed babysitting
reupholstering
bookkeeping

3. Have students read Update # 3.

USEFUL LIFE SKILLS

When Pat worries about her lack of skills, she is referring to the fact that she has no formal school training. But she does have life skills. These are skills or abilities which she has gained through personal experience.

Since Pat is so good with children and enjoys being with them, maybe she should try to think of some life skills she already has used in raising a family and managing a household. Then she could go on from there to find or create a job.

Below is a list of skills Pat already has without realizing it:

1. food preparation
2. first aid
3. child care
4. planning children's activities
5. general "fix-it" ability
6. plant and garden care
7. money management
8. upholstering
9. furniture refinishing
10. wallpapering and painting

In the numbered spaces below, try to list some life skills you have that might help you to create a job for yourself. Do not list skills you must have special training in order to do. List at least five skills. When you have finished your list, in the space provided write the type of job you might create that uses your special life skills.

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

A job I might create is: _____

GROUP WORKSHEET

1. As a group, brainstorm all the possible jobs Pat might create for herself that fit her definition of what she wants to do.

2. Choose one or two of these jobs and try to list all the things that she would need to get started in that job. Some things to consider are:

a. initial investment -- special equipment, materials
b. licensing requirements
c. extra insurance
d. home improvements or renovations
e. advertising
f. hours needed per day (schedule)
g. current rate of pay
h. need or market for product
i. loan (or money) to start

EXAMPLE: CANING CHAIRS

The initial investment might include a few chairs, an awl, a narrow dowel, a supply of caning reeds and sealer for the finished chairs; advertising (other than by word of mouth--which is free!); and possibly a liability insurance policy. No renovation would be necessary, and the caning could be done in any free space in the home. Advertising is a continuing expense. A decision would have to be made whether to charge by the hour or by the job, and how much. Finally, is there a market for the service in this woman's area?

Use another piece of paper if you need to.

UPDATE

I know now what jobs I might possibly create that I could do at home. Some possibilities were a furniture refinishing service, plant nursery, home bakery, craft shop, reupholstering, and babysitting. I talked all these ideas over with Neil. We eliminated a craft shop and the reupholstering because of the large investments needed for equipment and/or home remodeling. I figured I could get a start with a plant nursery by asking friends and relatives for plant slips and extra pots. We have a sun porch that would be ideal for growing plants. But what would I do with them after the first frost in the fall?

Of course, babysitting appealed to me more than any other idea. I really do love kids, and they respond to me very well. Neil suggested that we fix up our basement as a "play center," so I could take care of Chuck and Tammy as well as make some money by caring for other kids.

I talked to the Social Services Department of the local welfare agency to find out the licensing requirements. The lady I talked to was very encouraging; she said there's a real need for licensed babysitters. The only really big thing that had to be done was rewiring the basement for electricity. And the lady said that after I got my license, I should come back to her and she'd list me with the other babysitters at their agency. I have friends who have tried to find baby-sitters through them and complain that they are always filled up, so I knew I would always have plenty of kids to take care of.

I based my final decision on several factors. I could be with my family, I love children, there is a need for babysitters in Valley, little money was needed to remodel the basement, and play materials are available and inexpensive. It all added up to a successful business I'd enjoy.

WHAT DO YOU SAY PAT?

Objectives

1. Students will be able to respond appropriately to chauvinistic remarks made by a man to a woman entering a traditionally male occupation.

2. Students will be able to list some traditionally female occupations and describe some of the problems men face upon entering those occupations.

Materials

Update # 4
Student Activity Sheet # 16

Lesson Plan

1. Students should read Update # 4.

2. Students should then work on SAS # 16 individually, filling in the responses they think Pat should make to the statements made by her co-worker.

3. Once everyone completes SAS # 16, have each person read his/her responses aloud to the group. Encourage individuals to comment on whether they have personally encountered prejudice and if so, how they dealt with it.

4. Ask the class to consider what happens when men enter a traditionally female occupation. What are some traditionally female occupations? How are men treated in those occupations?

UPDATE

As I look back over the last few years of my life, I can't believe how far I've come. After Neil's accident, workmen's compensation paid two-thirds of his salary. By cutting back in certain areas, we managed to pay an electrician to rewire our basement so I could get my babysitting license. We sure did eat a lot of hamburgers and peanut butter that summer! Every little bit of money I saved helped pay the electrician.

I never knew before that summer how much money an electrician makes! I got interested in watching the man who did our rewiring, and he started explaining things to me. I asked Neil a lot of questions about electricity, too. Neil laughed at me at first, but then he said I should study to be an electrician. I said I'd like to after I had some money saved from babysitting.

I got my babysitting license, and pretty soon I was watching eight kids besides my own. The kids seemed to love it and the parents passed the word around that I was good, so I never had an opening for more than 24 hours! Before I knew it, I was so busy I had to hire my neighbor to help me! Even with her salary to pay, I was paying bills and even managing to save money.

I was still very much interested in becoming an electrician. I would have to take courses in physics, blueprint reading, electronics, and electrical theory, and then work for an electrician for a couple of years. I thought that I could take the courses I needed in Creighton at the academy. Neil got really interested in my becoming an electrician and helped me a lot.

There was finally enough money saved for me to pay for the courses I needed at the academy. The summer after I started babysitting, I let my helper take over most of the responsibility for the business and spent the long, hot days taking classes and studying at home. Neil studied right along with me and was able to quiz me, which meant that I got a thorough grounding in the subjects I needed.

I passed all my classes with flying colors. I was thrilled, and Neil said he's never been so proud of me before. I applied right away for a job with a cable TV company in Center City. I could see problems ahead if I got the job. There's the commuting, for one thing, and for another, getting experience takes time. But I think we can handle these problems if Neil and I both keep in mind that we'll be ahead in the end when I get my electrician's license.

Finally, a month after I applied, I received notice that I had been accepted. I immediately made arrangements to turn over my babysitting business to the neighbor who had been helping me, and prepared to begin my new career.

WHAT DO YOU SAY, PAT?

Pat has started her apprenticeship and will be working toward an electrician's license of her own. She will be working for a cable TV company, apprenticing for the first few months with each of their electricians to learn about every aspect of electrical maintenance and repair. However, on her first day on the job, Pat ran into a problem she had not anticipated.

Jack, the man with whom she will be working for the first two weeks, had expected that "Pat" would be a man. He knew that there were some women in the field of electrical repair, but he had always figured his company would never hire one. Now he has to work with a woman and does little to hide his prejudices against her. Not only does he treat Pat as an inferior, but he also continually makes cutting, sexist remarks. Pat is hurt by these remarks, but feels she must defend herself and other women in traditionally male jobs.

Imagine you are in Pat's place on her first day at work. Fill in the responses you might make to Jack in the following conversation:

Jack: You understand, of course, that I wouldn't be working with no woman except that the boss told me I had to. I don't think that any woman should be an electrician.

Pat:

Jack: A woman doesn't have the mind or skills or strength for this type of work. I bet they passed you through the college courses just 'cuz you're a woman and they felt they ought to keep up with the rest of the country and that blasted "women's lib."

Pat:

Jack: Why'd you pick this job anyway? To prove you're as good as a man, or so you would be surrounded by men all the time or something?

Pat:

Jack: What about your husband and kids? A woman's place is with her family, not out here trying to act like a man!

Pat:

STARTING A SMALL BUSINESS

Objectives

1. Students will be able to list and evaluate the costs involved in starting a small business.

2. Students will be able to describe the issues involved in establishing a small business.

Materials

Update # 5
Student Activity Sheet # 17
Update # 6 (Final Update)

Lesson Plan

1. Read Update # 5.

2. Ask a few questions of the class to make sure that they have a good idea of what Pat is doing now and what choices face her.

3. The decision about whether to start a business of her own should be identified as Pat's next task. Distribute SAS # 17 and have the students complete this activity. There may be questions about some of the items, but on the whole they should be able to figure this out. If there are questions on the data figures, use your judgment, and when in doubt, always add more money to expenses! The following outline of the answers should help you. NOTE: These figures are hypothetical.

Question 1: Start-up costs --	clothing	$ 210
	tools	2,600
	service manual	175
	starting inventory	1,250
	painting truck	200
		$4,435

Question 2: Monthly expenses --	truck loan	$ 216
	advertising	50
	maintenance contract on truck	75
		$ 341

Question 3: Yearly expenses --

license	$ 50
union dues	150
truck insurance	200
tax on truck	150
registration	50
life insurance	205
liability insurance	240
	$1,045

Monthly cost: $1045 ÷ 12 = $87

Question 4: Cost of loan --

start-up costs	$4,435
	x 30%
	$1,330.50/yr

Monthly cost: $1,330.50 ÷ 12 = $110.88

Question 5: Total monthly costs --

monthly costs	$ 341
loan cost	111
1/12 of yearly costs	87
	$ 539

Question 6: Leave anything out? For example: accountant for taxes, taxes themselves, bookkeeper, depreciation of equipment, inflation of cost of materials, sitter costs, household help are all possibilities.

She probably should work with $600 to $700 as a monthly figure.

Question 7: Gross income each month --

Salary: 20 hrs./wk. x $10/hr.x 4 wk./mo. = $800/mo.

Expenses	$ 600
Salary	800
	$1,400 net without profit

0.8/$1,400 = $1,750 gross income needed

4. Students should end up with some idea of the financial difficulty in starting a small business. The activity is not intended to discourage them but to inform them. There are materials available from the local office of the Small Business Administration and if possible should be made available so that they can be used as resources for this activity. The final question is, "Should Pat start the business or rely on Neil's potential accountant job?" This should provoke a lively discussion given that Pat really enjoys her work. At this point, make sure students discuss aspects of the decision other than financial, i.e., satisfaction, community need, etc.

5. Just prior to the end of the class, hand out the final update, Update # 6, for the class to read.

UPDATE

I got some experience all right, no thanks to Jack and a couple of the other guys who just couldn't stand the idea of "lady electricians." I guess I was really quite a shock to them. They expected "Pat" to be a man. But the rest of the group was very helpful to me and saw to it that I learned an awful lot. After a few months, when I had proven that I could do the work and wouldn't complain about rough conditions, I was accepted as one of the "guys."

The first thing I did as soon as I felt confident enough was to rewire my kitchen. Now I can plug in more than two appliances at once without blowing a fuse. And I did some odd jobs for friends around Valley, too. People said it was nice to have a woman come in and do those jobs instead of a grumpy man. Also, there are no local electricians, and people were grateful to be able to get me quickly instead of waiting hours or days.

I really think that I should go into business for myself. I could keep on working in Center City, but I've grown to hate driving so far morning and evening. Besides, I think I could do well right here in Valley and in the surrounding towns. Of course, what I do will depend on how much it would cost to set me up in a business of my own and how much profit I would have to make each month to keep my head above water. But the people in Valley do need an electrician's services, and I would be able to be near Neil and the kids. The more I think about my own business, the better I like the whole idea. Maybe I could get a Small Business Administration loan. It can't hurt to check it out.

STARTING A SMALL BUSINESS

Using the following information, figure out the prospects for Pat starting an electrician business by answering the following questions:

INFORMATION

cost of license	$50/year	tools and equipment	$2,600
union dues	$150/year	service manuals	$175
pickup truck (special racks and compartments included)	$4,200	starting inventory (wire, cables, outlets)	$1,250
truck loan payments	$216/month	maintenance contract on truck	$75/month
insurance on truck	$200/year	painting truck	$200
clothing and equipment (gloves, spikes, hat...)	$210	advertising costs (printing and/or paper)	$50/month
life insurance terms - $20,000	$205/year	tax on truck	$150/year
liability insurance	$240/year	truck registration	$50/year

QUESTIONS

1. What will be the start-up, or first-time, costs for Pat's business?

2. What will Pat's monthly expenses be at the start of her business?

3. What will Pat's yearly expenses be? What will they be for each month?

4. Assume that Pat is able to get a Small Business Administration loan for her start-up costs. It is figured at 30% of the principal (the amount borrowed) each year for five years. What will Pat's monthly payments be for this loan?

5. Now, what will be Pat's total monthly costs?

6. We now know what Pat's expenses will be each month to run her business. Have we left anything out? List any expenses that you think should be included.

7. From talking to other electricians, Pat has found out that they operate on about a 20% profit margin after taking out their own wages. That means that they make as profit one-fifth of the total money they take in after paying wages. They have told Pat that they get $10 to $15 per hour for their work. How much will Pat have to make each month to pay herself at least $10 per hour in wages, working half-time, or 20 hours a week, and still make a 20% profit margin?

Salary = _____ hrs./wk. x $_____/hr. = $_____/wk.

_____ wkly. salary x 4 wks./mo. = $_____ salary/month

Expenses $_____

$_____

$_____ net without profit

.___ $_____ = _____ gross income needed
net without profit

8. Pat figures that repairing appliances in homes could account for only about 10 hours a week. Look back at your SAS # 12: "Analyzing Valley." What other kinds of work do you think she should get?

9. Using the material you have developed, analyze whether Pat should go into business. Are the cost and profit figures realistic? What changes should she make?

FINAL UPDATE

You know, right after Neil's accident, I felt as if my world had come to an end. Instead, a whole new world was just beginning for me. There were some problems at first when I was the sole breadwinner. Neil felt funny about that. He's never going to be able to do heavy work or outdoor work again. He still has trouble walking, and his back didn't heal straight, even with the cast. He got pretty depressed for awhile and said he was just a burden on me and the kids.

We finally saw a family counselor together. She said that Neil should concentrate on some form of work that he could do with his head or his hands. Neil's good with figures, and he's always done our income tax forms and those of our parents. We found a correspondence school that offered accountant training and Neil took the course. He's now an accountant, specializing in tax matters.

He still gets depressed sometimes because of his physical weakness and because I make more money than he does. We're seeing the counselor occasionally and trying to work out our problems. I'm hoping that the problem won't get worse if I decide to start my own electrical business.

Whatever I decide to do, I'm sure of one thing. I'll always try my best to succeed!

STUDENT RECORD SHEET

Check if Completed

Lesson # 1

_____ Read Scenario
_____ Read Student Activity Sheet # 1
_____ *Discuss your school's policy on student records with guidance counselor or administrator
_____ Complete Student Activity Sheet # 2 (homework)

Lesson # 2

_____ Complete Student Activity Sheet # 3
_____ Read Update # 1
_____ Complete Student Activity Sheet # 4
_____ Discuss, in groups, how to handle job conflicts
_____ Complete, in groups, Student Activity Sheet # 4a
_____ Complete Student Activity Sheet # 5 (homework)

Lesson # 3

_____ Read Update # 2
_____ Complete Student Activity Sheet # 6
_____ Complete, in groups, Student Activity Sheet # 6a

Lesson # 4

_____ Read Update # 3
_____ Complete Student Activity Sheet # 7
_____ Listen to and read transcript on "Employment Discrimination and the Law"
_____ Participate in a mock appeals board hearing on a sex discrimination charge

*Denotes prior arrangements to be made by teacher.

STUDENT RECORD SHEET

Check if Completed

Lesson # 1

_____ Read Scenario
_____ Read Student Activity Sheet # 1
_____ Discuss your school's policy on student records with guidance counselor or administrator
_____ Complete Student Activity Sheet # 2 (homework)

Lesson # 2

_____ Complete Student Activity Sheet # 3
_____ Read Update # 1
_____ Complete Student Activity Sheet # 4
_____ Discuss, in groups, how to handle job conflicts
_____ Complete, in groups, Student Activity Sheet # 4a
_____ Complete Student Activity Sheet # 5 (homework)

Lesson # 3

_____ Read Update # 2
_____ Complete Student Activity Sheet # 6
_____ Complete, in groups, Student Activity Sheet # 6a

Lesson # 4

_____ Read Update # 3
_____ Complete Student Activity Sheet # 7
_____ Listen to and read transcript on "Employment Discrimination and the Law"
_____ Participate in a mock appeals board hearing on a sex discrimination charge

YOUR RECORD AND YOUR RIGHTS

Objectives

1. Students will be able to discuss their school policy on student rights with a school official.

2. Students will be able to answer questions about their school policy on student rights.

Materials

Scenario (blue)
Employment Application Form (optional)
Key to Application (optional)
Student Activity Sheet # 1
Student Activity Sheet # 2
School official to discuss student rights (to be arranged in advance)
2 copies of the Buckley Amendment
2 copies of the Chadron High School Policy on Student Records and the Rushville Public Schools Policy Regarding Student Records: Confidentiality

Lesson Plan

1. Important! This lesson requires students to discuss the school's policy on student records and rights with a school official. You should arrange for this well in advance. Although it is clear that according to the Buckley Amendment, parents have the legal right to see their children's records, the administration of your school may be concerned about this activity. You should be certain to discuss this activity thoroughly with your principal and guidance office. Be discreet. If they are unaware of the Buckley Amendment or if they are aware of it but do not wish students to be aware of it, try to persuade them of the legal ramifications of not observing the letter and spirit of this law. Enclosed for you to read, and for your use with the administration and with students who may request to see them, are copies of the Buckley Amendment (Protection of the Rights and Privacy of Parents and Students) and one copy each of the Chadron High School Policy on Student Records and the Rushville Public Schools Policy Regarding Student Records: Confidentiality.

Urge the administration to talk frankly with students about this issue and your school's policy. If the policy of your school is to allow students access to their records only under supervision, perhaps the guidance office will arrange for your students to review their records individually with a counselor present to interpret the contents.

2. Have students read the Scenario that introduces Stephanie.

3. (Optional). At this point in the case, Stephanie would logically fill out a job application form. Since your students have already completed a job application for Pat's case, the option to repeat the exercise is provided here if you feel your students need extra practice. If you choose to have them fill out a second application, duplicate the form provided for Pat and have them fill it out at this time. Inclusion of this optional activity will add approximately one-half day to the entire Stephanie case.

4. Hand out copies of SAS # 1. Have students read the activity sheet.

5. Explain to students that for homework they will be asked to answer questions about their school's policy on their records and their rights. Encourage them to take notes on what they learn in talking with the administration.

You may want to hand out copies of the homework activity (SAS # 2) so they know in advance the questions they will be considering for their homework assignment.

Homework

1. Hand out copies of SAS # 2 which students are to read and complete. If your school has a written statement of its policy on student records, such as the Chadron High School Policy on Student Records or the Rushville Public Schools Policy Regarding Student Records: Confidentiality provided in this Teacher's Guide, it would be ideal for students to have copies for use in completing this assignment.

SCENARIO

I've lived in Casper, Wyoming all my life. We have really good schools and good teachers there, and I graduated from high school with top grades. I thought about going to college quite a lot during my high school years, but my folks have eight kids, and there was no way they could pay to send me to college. I did want to get some kind of training, though.

My major interest was always law enforcement. I guess I've read and reread every book on the busject in both the town and the school libraries. And I won first prize in the State science fair in my junior year for my project on finger-printing. My folks and the teachers and guidance counselor at school all thought I'd be a good police officer. My guidance counselor was really enthusiastic about the sex thing, too--about women entering traditionally male professions, I mean. So in my senior year, I applied to the police academy in Cheyenne and was accepted. I got a scholarship that paid most of my tuition. So, after high school graduation, I went off to Cheyenne for two years.

There were 37 people in my class at the academy, and only three of us were women. We were quite a novelty, especially after calisthenics when everyone was supposed to shower in the locker room. And one of the instructors was a crusty old sergeant who made a point of referring to us as "ladies" in a sarcastic bellow. It's a good thing I have five brothers, too, because I'd heard enough dirty jokes from them so that the locker room talk couldn't bother me. The other two women couldn't take the hassles, though, and both of them quit before the end of the first year.

I knew it wasn't going to be easy to gain recognition in police work, even though I did the best job I could. But I was determined to graduate and find a good job, preferably doing investigative work. Someday, I'd like to be a chief of detectives. So I stuck it out and graduated in June, 7th in my class. Now I have to find just the right job. I don't care if it takes all summer.

YOUR RECORD AND YOUR RIGHTS

One of your most important job-finding resources, or hindrances, is the collection of records that your school maintains, from grades on your transcript to personal notes from guidance counselors and teachers. The same will be true of records that your future employers will maintain. In looking for a job, Stephanie may want to request that her school records be sent to potential employers. It may be in her best interest to know the contents of those records.

According to a recent Federal law, known as the Buckley Amendment, your parents and you (if you are 18 or older) have the right to see whatever is in your school records. Along with this is the right to challenge the content of those records if you feel they are inaccurate, misleading or otherwise in violation of your privacy and rights. This same law also prevents schools from sending some of the contents of the records to others (schools, employers) without permission of the parents.*

How does your school handle student records and rights? Some schools have developed policies that give students the same right of review and challenge as their parents have. Some schools periodically go through the files to throw out contents that a counselor or administrator feels may violate a student's rights. Some schools ask parents and students to sign letters of release, allowing the school to send student records to others without getting special permission each time.

To find out how your school handles student records and rights, your teacher has arranged for you to talk with an administrator or guidance counselor about this. You may wish to ask about your rights in terms of seeing your records, challenging them, and having them sent to others.

Your teacher has copies of policies used by schools in Chadron and Rushville, Nebraska. You may wish to read these before or after interviewing the school official. Then, you may wish to compare the policy of your school with these policies.

*If you would like to read the original law, ask your teacher for a copy.

Excerpts from Education Amendments of 1974*

PROTECTION OF THE RIGHTS AND PRIVACY OF PARENTS AND STUDENTS

SEC. 512. (a) Part C of the General Education Provision Act is further amended by adding at the end thereof the following new section:

"PROTECTION OF THE RIGHTS AND PRIVACY OF PARENTS AND STUDENTS"

"SEC. 438. (a) (1) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy of denying, or which effectively prevents the parents of students attending any school or such agency, or attending such institution of higher education, community college, school, preschool, or other educational institution, the right to inspect and review any and all official records, files, and data directly related to their children, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school system and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns. Where such records or data include information on more than one student, the parents of any student shall be entitled to receive, or be informed of, that part of such record or data as pertains to their child. Each recipient shall establish appropriate procedures for the granting of a request by parents for access to their child's school records within a reasonable period of time, but in no case more than forty-five days after the request has been made.

"(2) Parents shall have an opportunity for a hearing to challenge the content of their child's school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

"(b) (1) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy of permitting the release of personally identifiable records or files (or personal information contained therein) of students without the written consent of their parents to any individual, agency, or organization, other than to the following --

"(A) other school officials, including teachers within the educational institution or local educational agency who have legitimate educational interests;

"(B) officials of other schools or school systems in which the student intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;

"(C) authorized representatives of (i) the Comptroller General of the United States, (ii) the Secretary, (iii) an administrative head of an education agency (as defined in section 409 of this Act), or (iv) State educational authorities, under the conditions set forth in paragraph (3) of this subsection; and

"(D) in connection with a student's application for, or receipt of, financial aid.

"(2) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy or practice of furnishing, in any form, any personally identifiable information contained in personal school records, to any persons other than those listed in subsection (b) (1) unless --

"(A) there is written consent from the student's parents specifying records to be released, the reasons for such release, and to whom, and with a copy of the records to be released to the student's parents and the student if desired by the parents, or

"(B) such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution or agency.

"(3) Nothing contained in this section shall preclude authorized representatives of (A) the Comptroller General of the United States, (B) the Secretary, (c) an administrative head of an education agency or (D) State educational authorities from having access to student or other records which may be necessary in connection with the audit and evaluation of Federally supported education programs, or in connection with the enforcement of the Federal legal requirements which relate to such programs: Provided, that, except when collection of personally identifiable data is specifically authorized by Federal law, any data collected by such officials with respect to individual students shall not include information (including social security numbers) which would permit the personal identification of such students or their parents after the data so obtained has been collected.

"(4) (A) With respect to subsections (b) (1) and (b) (2) and (b) (3) all persons, agencies, or organizations desiring access to the records of a student shall be required to sign a written form which shall be kept permanently with the file of the student, but only for inspection by the parents or student, indicating specifically the legitimate educational or other interest that each person, agency, or organization has in seeking this information. Such form shall be available to parents and to the school official responsible for record maintenance as a means of auditing the operation of the system.

"(B) With respect to this subsection, personal information, shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student.

"(c) The Secretary shall adopt appropriate regulations to protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted, or authorized by the Secretary or an administrative head of an education agency. Regulations established under this subsection shall include provisions controlling the use, dissemination, and protection of such data. No survey or data-gathering activities shall be conducted by the Secretary, or an administrative head of an education agency under an applicable program, unless such activities are authorized by law.

"(d) For the purposes of this section, whenever a student has attained eighteen years of age, or is attending an institution of post-secondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.

"(e) No funds shall be made available under any applicable program unless the recipient of such funds informs the parents of students, or the students, if they are eighteen years of age or older, or are attending an institution of post-secondary education, of the rights accorded them by this section.

"(f) The Secretary or an administrative head of an education agency, shall take appropriate actions to enforce provisions of this section and to deal with violations of this section, according to the provisions of this Act, except that action to terminate assistance may be taken only if the Secretary finds there has been a failure to comply with the provisions of this section, and he has determined that compliance cannot be secured by voluntary means.

"(g) The Secretary shall establish or designate an office and review board within the Department of Health, Education, and Welfare for the purpose of investigating, processing, reviewing, and adjudicating violations of the provisions of this section and complaints which may be filed concerning alleged violations of this section, according to the procedures contained in section 434 and 437 of this Act."

"(b) (1) (i) The provisions of this section shall become effective ninety days after the date of enactment of section 438 of the General Education Provisions Act.

(2) (i) This section may be cited as the "Family Educational Rights and Privacy Act of 1974."

PROTECTION OF PUPIL RIGHTS

"SEC. 439. All instructional material, including teacher's manuals, films, tapes, or other supplementary instructional material which will be used in connection with any research or experimentation program or project shall be available for inspection by the parents or guardians of the children engaged in such program or project. For the purpose of this section 'research or experimentation program or project' means any program or project in any applicable program designed to explore or develop new or unproven teaching methods or techniques.

(b) The amendment made by subsection (a) shall be effective upon enactment of this Act.

LIMITATION ON WITHHOLDING OF FEDERAL FUNDS

SEC. 515 (a) Part C of the General Education Provisions Act is further amended by adding after section 439 the following new section:

"LIMITATION ON WITHHOLDING OF FEDERAL FUNDS"

"SEC. 440. Except as provided in section 438 (b) (1) (D) of this Act, the refusal of a State or local educational agency or institution of higher education, community college, school, agency offering a preschool program, or other educational institution to provide personally identifiable data on students or their families, as a part of any applicable program, to any Federal office, agency, department, or other third party, on the grounds that it constitutes a violation of the right to privacy and confidentiality of students or their parents, shall not constitute sufficient grounds for the suspension or termination of Federal assistance. Such a refusal shall also not constitute sufficient grounds for a denial of, a refusal to consider, or a delay in the consideration of funding for such a recipient in succeeding fiscal years. In the case of any dispute arising under this section, reasonable notice and opportunity for a hearing shall be afforded the applicant."

(b) The amendment made by subsection (a) shall be effective upon enactment of this Act.

CHADRON HIGH SCHOOL POLICY ON STUDENT RECORDS

Chadron High School maintains three separate files of student records.

1. Academic records
   a. directory information
   b. classes, grades, and credits
   c. test scores
   d. attendance
   e. school activity participation

2. Disciplinary records
   a. description of disciplinary problems and actions taken
   b. copies of correspondence resulting from disciplinary action

3. Health records

All records are located in the administrative offices and are available for review by the parent, guardian, or student at 18. The high school will comply with the request for review within a reasonable period of time. Parent, guardian, or student at 18 shall have the right to a hearing to challenge the content of the records if so desired.

Craig K. Madson, Principal of Chadron High School, is responsible for the records.

Official student records will be released only by authorization of parent, guardian, or student at 18 except to:

1. Local school officials including teachers, administrators or other office personnel and counselors who have legitimate educational interests.

2. Officials of other schools in which the student intends to enroll.

3. Government officials including Comptroller General, H.E.W. Secretary, and State Department of Education authorities.

An attempt at notification of release will be made for items two and three above with a copy of the record sent available to the parent, guardian, or student at 18 at a charge of $1.00.

Academic and health records are retained by the School District permanently. Disciplinary records are destroyed upon the student's graduation or following three years' absence from school.

RUSHVILLE PUBLIC SCHOOLS POLICY

REGARDING STUDENT RECORDS: CONFIDENTIALITY

The School Board supports the need for usefulness of educational records being kept for each pupil which will reflect the interrelationships of the physical, emotional, and social aspects of a child's development in the educational process.

Cumulative Record

A cumulative record shall be maintained for each pupil from his entrance into school through the twelfth grade. Such records pertaining to the individual pupil may be used only for the benefit, promotion, or welfare of the pupil.

All material in each cumulative record shall be treated as confidential, according to the following guidelines:

1. Student records are confidential and may be used only by the appropriate professional staff, the student, and his parents.

2. Schools shall establish procedures to verify the accuracy of data and to destroy periodically information no longer really needed.

3. Parents and the student may have full access to, and the right to challenge, the accuracy of data, and no one other than school personnel, parents, and the student shall have access to pupil data without either a subpoena or the permission from the student and his parents.

Information about a pupil demands judicious use and should always be used so as to contribute to his welfare. Upon the request of a pupil's parents, all tests will be translated into meaningful terms for their benefit, and emphasis will be placed upon the relationships of all known factors influencing the educational development of the pupil.

HOMEWORK

For homework, write out your school's policy on the following questions:

1. What kinds of information about students does your school keep in student record files?

2. Does a parent have the right to see a student's records?
   If so, under what circumstances?

3. Do students (under 18) have the right to see their own records?
   If so, under what circumstances?

4. Does a parent or student have the right to challenge the contents of the student's records?
   If so, what are the procedures for this challenge?

5. Can the school send student records to others without the permission of the student's parents?

6. How is permission obtained from the parents to send student records to others?

JOB CONFLICTS

Objectives

1. Students will be able to identify personal characteristics helpful in dealing with difficult situations.

2. Students will be able to state alternative ways to deal with job conflicts faced by a woman in an all-male job situation.

3. Students will be able to graphically represent the levels of power and influence of various positions in some organization they are familiar with.

Materials

Student Activity Sheet # 3
Update # 1
Student Activity Sheet # 4
Student Activity Sheet # 4a (Group Record Sheet)
Student Activity Sheet # 5 (homework)

Lesson Plan

1. Hand out SAS # 3: "Personal Resources" and read over the instructions with the class. Students should then complete the activity, choosing five important characteristics they feel would be useful to Stephanie if she works on an all-male police force.

2. Ask the class to compare the characteristics they chose. Are there five that seem to be unanimous choices? What are the students' reasons for their choices? Would their choices be different if the situation was a man working on an all-female police force or on any job where he was the only man?

3. Have students read Update # 1 and SAS # 4, a description of the job conflicts that Stephanie might encounter. In small groups, they should generate alternative ways of dealing with the situation. Someone in each group must be chosen as group recorder and be given SAS # 4a on which to record the group's answers. You may have to help get things started and check a few times during the period to make sure that each group's discussion is moving along the right track. As groups finish and as time permits, ask them to consider the kinds of uncomfortable situations men might face if they were "the only man on the job."

Homework

1. Students should look at the power and influence chart (SAS # 5) as it might be charted for a police department. Then they should construct a chart for some other organization indicating the positions of power and influence as they see them

PERSONAL RESOURCES

There are many ways in which being a woman in a police force might affect Stephanie's sense of self differently than if she worked only with women. Which five of the following behavior characteristics would you rate as the most important for Stephanie, given the kind of work she has chosen for herself?

Put a check (✓) next to 5.

_____ self-confidence

_____ considerable height

_____ good looks

_____ seniority

_____ verbal skills

_____ outside interests

_____ clerical skills

_____ good humor

_____ flexibility

_____ aloofness

_____ close relative in the same work

_____ considerable life experience

_____ other income

_____ teamwork skills

_____ politeness

_____ ability to keep her temper

UPDATE

The only leads I got when I started job hunting were for traffic control work in Casper and surrounding towns. I held out for a couple of months, because I thought being a meter maid would be wasting most of my training. Besides, writing parking tickets sounded pretty dull. Finally, though, I had to give in and take traffic control work here in Casper. My folks were always after me for money because I was living at home and they thought I should pay more than I was. I could see their point, but until I found a job, I couldn't pay any more.

Traffic control work was boring after a month or so. All I did day after day was walk along the streets checking parking meters and writing tickets. Once in a while I was given crossing duty in front of a school, or allowed to direct traffic if a traffic light was broken.

Being tied down to this routine was bad enough, but the treatment I got at the station house was worse. Like I said before, dirty jokes don't bother me, but personal insults and rudeness do. No one ever used my name if they could help it. If anyone wanted to talk to me they would call out, "Hey, you!" or "Hey, Meter Maid!" and then snicker. There were loud mutterings about women trying to be men, and comments about my figure. I had to use a filthy bathroom, and my locker was in the hall. I had to buy my own combination lock for it after some practical joker put a dead rat in it one night with a note reading, "Who killed Biggy Rat? Let the Lady Detective find the answer and apprehend the vile killer!"

I kept my temper. I didn't yell or make speeches or cry. I just kept smiling and tried to ignore the nonsense. I did speak to the chief of police about the conditions around the station, but he wouldn't do anything about the problems I pointed out to him. I didn't want to press him too far because I had an even bigger issue to bring up with him soon: a promotion.

JOB CONFLICTS

The following situations are provided for group discussion. There are no right or wrong answers to these situations. Every member of the group should be heard, but the group should not necessarily reach agreement about the proper response. Pick a group recorder who will record individual opinions and the reasons behind them and who will also act as a timekeeper, allowing only ten minutes for discussion of each situation.

Situation # 1:

The sergeant is married and about 45. He seems nice enough, but Stephanie has never had much contact with him. One day he says to Stephanie, "We might be able to find you a position on the detective force after awhile. Let's go get a drink after work tonight and talk about it."

What would your response be in the situation?

Situation # 2:

Whenever Stephanie comes into the station house, conversation stops, everyone grins, and someone launches into a dirty joke.

How would you handle the situation?

Situation # 3:

There is only one locker room at the station house -- an ancient building in the center of town. When Stephanie came to work she was the only woman there. They gave her a portable locker in the hall, and she has to change in the bathroom. She has mentioned the problem to the chief, but he says he doesn't have money to do anything else.

What can she do?

Situation # 4:

The women's bathroom at the station is always a mess. It is used by staff, visitors, and prisoners. Stephanie spoke to the chief about the problem, and he suggested that she clean it.

What should she do?

GROUP RECORD SHEET

Note to group recorder: During the discussions about the different situations, simply jot down notes about what is said. Most importantly, write down what people suggest as possible solutions to the problems that Stephanie faces.

Remember: Allow only 10 minutes for discussion of each situation.

Situation # 1

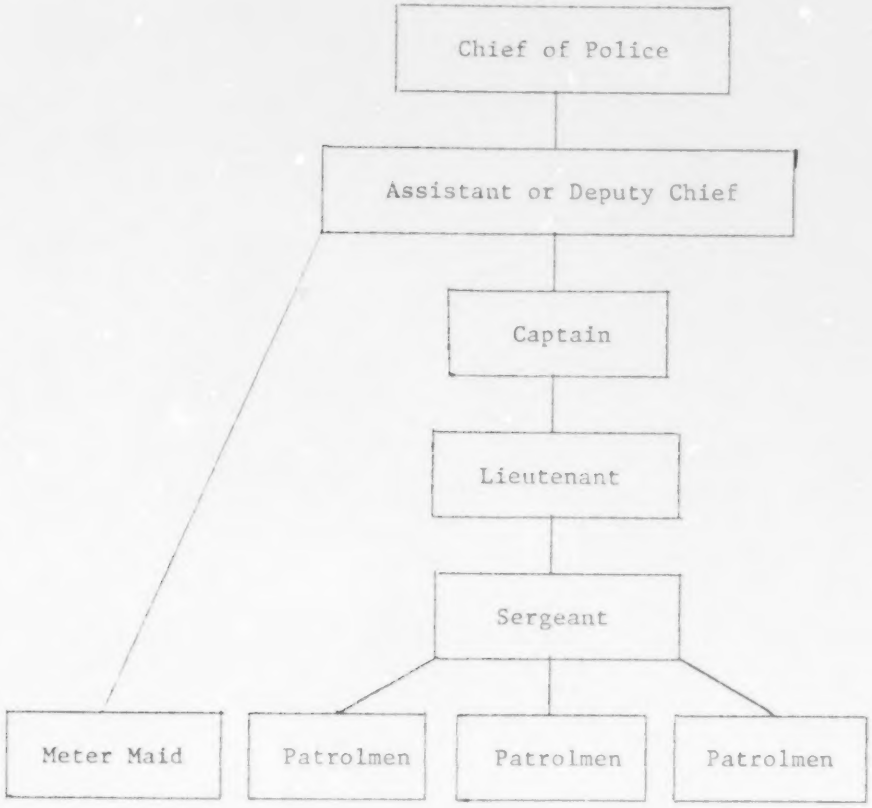
Situation # 2

Situation # 3

Situation # 4

POWER AND INFLUENCE

In every organization, be it a family, a police force, or a school, people have varying amounts of power or influence over other people. For example, in a police force in this area, the chief of police has the most influence. Directly under the chief's influence is the assistant or deputy chief. That person directly influences the captain who influences the lieutenant and so on. If you were to place these positions on a chart showing who has influence over whom, it might look like this:



HOMEWORK

On the back of this page or on a blank sheet of paper, draw up a chart of influence for an organization you are familiar with (i.e., hospital, restaurant, factory, store, etc.). You can have one position per level or more than one, depending on the number of people you think are influenced by one person.

ROLE PLAYING

Objectives

1. Students will be able to present arguments in a role play situation to persuade Stephanie's boss that she has earned a promotion OR students will be able to present arguments to convince Stephanie that she is not eligible for promotion.

2. Students will be able to state whether the role play situations were realistic.

Materials

Update # 2
Student Activity Sheet # 6
Student Activity Sheet # 6a

Lesson Plan

1. Students should read Update # 2 on Stephanie.

2. Each small group must split in half; one half will role play the chief's position and the other will role play Stephanie's position. Once students have their role assignments, they should get the copy of SAS # 6 that applies to their assigned character. Once they have read SAS # 6 and planned their arguments for the role play, students should pair off--one Stephanie and one chief--to discuss Stephanie's request for promotion. This activity may have to be monitored fairly closely since some students may not feel comfortable in a role play situation.*

3. Once the pairs have completed their role plays, the small groups should come together and answer the questions on SAS # 6a.

*See notes on role playing in the appendix.

UPDATE

I was becoming more and more frustrated with my job. All the training I received at the police academy was being wasted while I was stuck doing traffic control work. And I could see all the men I worked with being promoted to more interesting work after a month. That's the way it went, month after month. Every thirty days there were new faces in my department. I was the only permanent rookie on the force.

It made me mad. I'm just as well qualified to do patrol work or to be a detective as any man. In fact, I think I'm better qualified than some of the officers on this force. Certainly, I know more about modern police procedures than some of them do. And it was obvious that the only reason I wasn't promoted to patrol work was because I'm a woman.

I went to the chief and asked for a promotion to a patrol car. He refused to consider my request. His attitude was soothing and reasonable and utterly ridiculous. He treated me like a backward child. I had rehearsed my argument at home, and my parents said that I spoke up well for myself. I know I gave good reasons why I should be promoted. The chief said I should come back in another six months, when I've had more experience.

How can I get experience when he won't give me a chance to do anything but write parking tickets? I was so proud of being a police officer when I graduated from the academy. Now I feel angry and trapped in a dead-end job.

JOB CONFLICTS

Conflicts in a job situation are common. In Stephanie's case, being a woman in a typically male profession means that these conflicts will be more pronounced and harder to deal with. However, there is more than one right way to deal with the conflict; there are always alternatives. What one person is comfortable doing or saying may not be comfortable for another person.

All the people in your group should be split into two equal groups. Everyone in one group should have a Stephanie Role Sheet; everyone in the other group should have a Chief Role Sheet. If there is an odd number of people in your group, the extra person can be an observer of the following exercise.

You will have 5 minutes to think about your role. Then you will role play for about 10 minutes. Read the following paragraph and consider what your arguments will be. Then find someone with the role sheet for the other person and role play a conversation with him or her.

STEPHANIE

You are Stephanie. You feel that you have proven yourself as a meter maid and should be given a chance in a patrol car. You have been on the force eighteen months and have not been issued a gun or been allowed to go out on patrol. New men coming onto the force usually do traffic duty for only one month before being promoted to patrol duty.

Consider arguments to convince the chief that you should be promoted. Plan your strategy for about 5 minutes. Then discuss this situation with the chief for about 10 minutes.

After everyone in the group has finished role playing, you should get together and talk about the questions on Student Activity Sheet # 6a. One person in your group should be the recorder and write down what the group discusses. Once you have discussed the questions and the recorder has written down the responses, the group worksheet can be turned in to your teacher.

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THE CHIEF

You are the chief. Stephanie has been a good meter maid, but she is a bit of a pain because she is always coming to you with complaints about wanting locker room space or wanting to be promoted. You are convinced that no woman, no matter how good she may seem, should carry a gun or can be depended upon in an emergency. The lives of all your patrolmen are at stake. At the same time, you know you can get in trouble for sex discrimination, so you have to phrase your refusal of Stephanie's demands carefully so she does not have grounds for a lawsuit.

Consider how you will answer Stephanie's demands without letting her know how you feel about women as patrolmen. Plan your answer for about 5 minutes. Then discuss the situation with Stephanie for about 10 minutes.

After everyone in the group has finished role playing, you should get together and talk about the questions on Student Activity Sheet # 6a. One person in your group should be the recorder and write down what the group discusses. Once you have discussed the questions and the recorder has written down the responses, the group worksheet can be turned in to your teacher.

GROUP WORKSHEET: EVALUATING THE ROLE PLAY

The group should consider and answer the following questions. One person should write down what the group discusses.

1. Was the "hidden agenda"* of the chief obvious to Stephanie?

2. Did some people playing Stephanie find ways to get around the chief's objections?

   How?

3. Were any people playing Stephanie satisfied with the outcome of the interview?

4. How did the people playing the chief feel about the discussion?

5. Is this a realistic situation? Do you think many employees would try to convince their boss that they should be promoted?

---

*Hidden agenda: Often in human interactions, one or more of the people involved has a goal or point of view that guides their behavior, but which they keep hidden from the other person(s). For example, if you do not think that a friend of yours is a good driver but don't want to tell her, you may find ways of not riding with her. You might offer to drive whenever you go someplace together or just not go with her whenever she offers to drive. You might tell her you'll drive in an effort to save her gas money, or you might say that you don't want to go to the movies or wherever she suggests you go. The reason for your behavior is that you don't consider her a safe driver, but you don't want to say so because you're afraid she will be upset.

REVIEWING THE SITUATION AND TAKING ACTION

Objectives

1. Students will be able to plan a strategy to enable Stephanie to bring a complaint of sex discrimination against the police force OR plan a strategy to enable the chief to defend the force's decision not to promote Stephanie.

2. Students will be able to find information that supports their point of view from the materials presented to date.

3. Students will listen to a tape on employment discrimination.

4. Students will be able to identify courses of action open to someone facing sex discrimination on the job.

5. Students will be able to identify consequences of each course of action.

6. Students will be able to conduct a mock "appeals board" hearing as an example of one course of action.

Materials

Update # 3
Student Activity Sheet # 7
Transcript: "Employment Discrimination and the Law"
Scenario and all previous updates

Lesson Plan

1. During the next couple of days, students will be reviewing the materials presented about Stephanie to prepare for their participation in a mock "appeals board" hearing on Stephanie's claim of sex discrimination.

2. Students should read Update # 3 on Stephanie.

3. Students who role played Stephanie during the previous lesson should complete SAS # 7: "Researching Your Case: Stephanie," and those who role played the chief should complete SAS # 7: "Researching Your Case: The Chief." Students working on the same character may work together on the activity sheet.

4. Once they have completed SAS # 7, have students take turns reading the transcript on employment discrimination aloud while the rest of the class follows along on their copies.

5. To begin the final review, ask a "Stephanie" to give a brief history of her situation to date. The description should include all the information presented up through and including Update # 3.

6. Ask members of the class to discuss what Stephanie should do now. Try to have students think of the consequences of each possible action. Suggestions might be:

Appeal to the police review board -- Will this give Stephanie the reputation of being a trouble maker? What kind of grounds could she present to them? Who might be on the board and are they likely to be sympathetic?

Take it to court -- Where could she get a lawyer? How much would that cost? Where could she find low-cost or free legal advice? Would she be in danger of losing her job if she sued? Does she have grounds for such action? What would her family and friends think if she sued? Would she be prepared for notoriety if the case received a lot of publicity?

Go to the city council -- Does that put her at fault for going over the chief's head, and might it mean grounds for dismissal? What kind of argument could she use with the council?

Leak the story to the newspaper -- How would she go about doing it? Is it ethical? Would it make any difference?

Discuss her feelings with the chief -- Appeal to his sense of integrity. If this doesn't work, warn him that she is going to pursue the matter in one of the ways above.

Contact a women's rights organization -- Report the situation and get advice on what action to take.

7. For the mock hearing, ask one person to be Stephanie. Assign other class members to be: appeals board members, lawyer for the police department, the chief, or Stephanie's lawyer. You should be the hearing officer to maintain order. If your class is not thoroughly comfortable with role playing, you might allow the primary characters to rehearse briefly before the hearing.

a. Direct the lawyer for Stephanie to state her case. You, as the hearing officer, should ask questions to clarify the case.

b. Ask the appeals board members if they have any questions to ask Stephanie's lawyer.

c. After these questions are answered, ask the lawyer for the police to state the department's case. You can again ask questions needed to clarify the case.

d. Ask the appeals board members if they have any questions for the police department's lawyer.

e. Call Stephanie to testify. Allow her lawyer and then the police department's lawyer to question her. Also, let the appeals board members ask her questions.

f. Call the chief to testify. Allow the police's lawyer and Stephanie's lawyer to question the chief. Also let the appeals board members ask questions.

g. Give the appeals board its instructions: "You have heard the testimony. You are to decide if the police department is guilty of sex discrimination in this case, and if so, you are to decide what action should be taken."

h. Give the appeals board five minutes to discuss the case. Then ask for their vote.

9. Conclude the lesson on Stephanie with a discussion of what happened at the hearing.

UPDATE

I saw a notice in the local paper that the department was going to hire a specialist on women's problems. It sounded like a super job from the description. Such issues as family problems, rape, and female juvenile delinquency in our area were discussed in the article. I thought over my qualifications. I've lived in this area all my life, and I know the people. I've attended workshops on family counseling and a WISE rape workshop. Most important, I'm a woman. So I decided to apply for the job.

I was granted an interview and asked to submit a resumé. I updated mine to include the workshops I had attended and sent it in. I had my hair done the day of the interview, and arrived 45 minutes early. There was another woman ahead of me. She was much older, probably in her late thirties, and I saw a wedding ring on her finger. She seemed very confident, and was chatting with the receptionist like an old friend. My self-confidence took a nose dive.

When my name was called, I went to an adjoining room for my interview. I was very surprised to see seven men and a woman waiting for me instead of the one or two people I was expecting. I got really scared for a while, but I felt better when everyone was friendly and pleasant. The woman seemed especially anxious to put me at ease.

But then one of the men started asking very personal questions, such as was I married, did I have a boyfriend, did I use birth control, what were my plans for a family? I think I kept pretty cool; I said that I had no plans for marriage or a family in the foreseeable future, and that my career was the most important thing in my life.

I was told at the end of the interview that a final decision on the applicants would be made within two days. I heard nothing about the job for over two weeks. Finally, I went to the chief of police who told me that the job had gone to a man who would graduate from the academy in another month. That was all he would say, and he didn't even have the nerve to look me in the eye. I made some quiet inquiries, and discovered that the man who was hired was married and already had a brother, a cousin, and several friends on this and a neighboring police force. His experience and qualifications in the field of women's problems were zero. As far as I could make out, the only reason he got the job was because he needed a job when he graduated and because his friends spoke up for him.

I was simply furious. Obviously, I had never had a chance at the job. The interview I had had was just to make the department look good -- so no one could say they were discriminating.

Well, I think I have been discriminated against! I haven't gotten ahead in my job at all, while every man who has come on the force in the last year has been promoted right away. I've been hassled at the station with dirty jokes and

had to clean the women's bathroom before I dared to use it, and things like that. Those guys would never behave like that in front of their wives. And now a man with no qualifications and no police experience was chosen over me for the job in women's problems.

I wonder if I'll ever get ahead, or if I'll be writing parking tickets forever. I wonder if I can cope with the same dull routine day after day. Maybe I should make an issue out of this discrimination thing and yell my head off to the Cheyenne Tribune, the Casper Record, and other newspapers. I could start a lawsuit or go to the police review board with my complaints. Or, I could just quit police work entirely, and find another job where I could get ahead.

RESEARCHING YOUR CASE: STEPHANIE

As Stephanie or Stephanie's lawyer in tomorrow's hearing, you must be prepared to defend yourself and your case. You are the one who demanded a hearing, so you must carry it through to the end.

You will need:

1. All the case materials on Stephanie (the original scenario and all the updates).
2. Transcript on sex discrimination.

The following questions may help you prepare your case for tomorrow. Complete the questions, using the information provided in the case study materials and your imagination. Be as realistic as possible.

1. When you graduated from the police academy, what was your standing in the class?

2. How long have you been working for this police force?

3. How long have you been a meter maid?

4. How long do most new officers stay as meter maids?

5. Did you do your job well as a meter maid?

6. What kind of treatment have you received from your fellow officers?

7. Have you received the same training as other new members of the department?

8. Have you been given comparable facilities within the department?

   Explain:

9. What did you consider to be your qualifications for the job as specialist in women's problems on the force?

10. What were the qualifications of the man who was hired?

11. What were some of the questions the interviewers asked you?

Did they seem related and important to your qualifications for the job?

Why or why not?

12. Were you notified that you had not received the job or did you have to ask the chief?

How long after you had the interview did you find out?

13. Outline in the space below some of the most important points that you feel should be brought up in the appeal tomorrow.

RESEAKCHING YOUR CASE: THE CHIEF

As the chief or the chief's lawyer in tomorrow's hearing, you must be prepared to defend your choice of the man for the position of specialist in women's problems. A case of sex discrimination is serious, so you know that you have to be very sure to build as strong a case as possible.

To build your case, you will need:

1. All the case material on Stephanie (the original scenario and all the updates).
2. Transcript on sex discrimination.

The following questions may help you prepare your case for tomorrow. Complete the questions, using the information provided in the case study materials and your imagination. Be as realistic as possible.

1. What was the job you hired Stephanie to do when she first came on the police force?

2. Has she done a good job on that assignment?

3. Has she gotten along with her co-workers or has she been a source of trouble?

Explain:

4. How long has Stephanie worked as a meter maid?

5. Does your department generally promote people after a certain period of time?

If so, how long?

6. When Stephanie complained about locker room facilities, what did you tell her?

7. What do you see as the strongest point in favor of the applicant who got the job in the area of women's problems?

8. What qualifications was Stephanie lacking in her application for the new position?

9. Why did you hire a man to fill the position dealing with women's issues?

10. What were the reasons for the questions concerning Stephanie's personal life during the interview?

11. Why did you fail to notify Stephanie that she had not received the job after you told her you would?

12. Outline in the space below some of the most important points that you feel you should bring up in the appeal tomorrow.

EMPLOYMENT DISCRIMINATION AND THE LAW

It is against the law to take merchandise from a store without paying for it. The law says that such a practice, commonly called shoplifting, violates the rights of a person in business to receive a fair return on the goods she or he sells. This is common knowledge and the punishments for shoplifting are also well known. What is less well known, however, is that the law has the same thing to say about the rights of a working person and the violation of those rights by his or her employer. The law says that it is illegal for an employer to distinguish between the work, responsibilities, or pay of men and women on the job on the basis of their sex. Two major acts describe these employee rights: Title VII of the Civil Rights Act and the Equal Pay Act.

Obviously, employers are not always very happy about these two acts. After all, they say, women get pregnant and are unable to work. Single women often quit work when they get married, and married women often leave work to follow their husbands. This is bad reasoning, say the courts. Men also quit work for many reasons, and that is the right of any working person.

Have you been surprised lately by a male telephone operator or a female linesperson perched atop a telephone pole? The telephone company has traditionally been very limited in its hiring practices, and things have only begun to improve since the Equal Employment Opportunity Commission, the enforcement arm of Title VII of the Civil Rights Act, began a major investigation into the telephone company's hiring practices. Similarly, if you fly on a major airline, you will see more and more men as flight attendants. The airlines lost a court case in which they said they should be able to hire only women for these jobs. In another losing case, the airlines said they should be able to fire women attendants when they became pregnant or got married. The courts said you can do this only if you fire all employees who are married or have children, whether they are men or women.

Seniority systems, say the courts, may also be discriminatory. Under seniority systems, workers who have been employed the longest may have the first crack at new openings in a company, and they may be the last to be fired in cutbacks. Other benefits such as pay and vacation time may also be set by seniority. The courts have ruled that when a company's older employees are largely men because of past discriminatory hiring systems, these seniority systems are illegal because they discriminate against women employees.

The Equal Pay Act, while simple in its ideas, has been even more difficult to enforce. It says that men and women must be paid at equal rates for equal work. This act has been used in the cases of teachers and salesclerks, as well as others, but this kind of discrimination can be difficult to prove when coupled with other forms of discrimination where job roles for men and women are different.

Under these laws, employers can and have been forced to pay back wages lost through discrimination, and also to change employment practices, as in the cases of the airlines and the telephone company.

If you feel that you have been discriminated against in a working situation, what can you do? First, of course, bring your concerns to your employer. If you have a union, a labor relations board, or grievance committee, they may be able to help. It is also your right to file suit in Federal and State court to change your situation. Your employer will know about the suit but cannot use that as grounds for firing you. The best place to go for advice is your State Civil Liberties Union office. Their help will be free and they will tell you whom you must contact.

In case all these regulations sound good to you, in actual practice they are extremely difficult to enforce. Sex discrimination suits filed in State and Federal court take between six months and two years to process and may cost well over ten thousand dollars in attorney fees and court costs. In addition, many women are fired for bringing suit even though that is illegal, and that offense may also take two years and high lawyers' fees to settle. Thus, it is not surprising that many legitimate suits are not filed, and many that are filed are dropped because people run out of money. However, when successful suits are undertaken, working situations for all workers are improved.

STUDENT RECORD SHEET

Check if Completed

Lesson # 1

_____ Read Scenario
_____ Read and complete Student Activity Sheet # 1
_____ Using Student Activity Sheet # 1a, correct Student Activity Sheet # 1

Lesson # 2

_____ Read Update # 1
_____ Complete Student Activity Sheet # 2
_____ Complete Student Activity Sheet # 3
_____ Complete Student Activity Sheet # 3a (in small groups)
_____ Complete Student Activity Sheet # 4 (homework)

Lesson # 3

_____ Read Update # 2
_____ Read Student Activity Sheet # 5 and complete # 5a
_____ Construct a chart of who influences your life and how (homework)

Lesson # 4

_____ Discuss in class: "Who Holds the Power?"
_____ Read Update # 3 (homework)

Lesson # 5

_____ *Listen to and read the transcript on vocational training opportunities
_____ *Complete the Vocational Training Worksheet
_____ Optional: Visit vocational school to discuss vocational training
Invite vocational director to class
Invite guidance counselor to class

*Denotes activities where prior arrangements must be made by the teacher.

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Check if Completed

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_____ Using Student Activity Sheet # 1a, correct Student Activity Sheet # 1

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WELFARE: TRUE OR FALSE

Objectives

1. Students will be able to answer a true-false quiz about the welfare system as it is administered in their State and check their answers for accuracy.

Materials

Scenario -- Evelyn
Student Activity Sheet # 1
Student Activity Sheet # 1a

Lesson Plan

1. Hand out the Scenario on Evelyn and have students read it.

2. Hand out copies of SAS # 1 (two pages) and have students read the sheet on the true-false quiz about welfare. Students should then read and complete the quiz.

3. Once students have completed the quiz, hand out copies of SAS # 1a (Answer Sheet*) so they can correct their own quizzes.

*The information presented on the welfare quiz answer sheet was checked for accuracy in the spring of 1978 and should be rechecked for accuracy prior to use.

SCENARIO

Jack and I started dating when we were freshmen in high school. By sophomore year, we were going steady. Neither of us ever dated anyone else and we both preferred going out alone instead of double dating. Early in our junior year, I thought I was pregnant, but the medical tests were negative. At the end of that year, Jack gave me a diamond engagement ring. We planned to get married the July following graduation.

Looking back, I guess I took the wrong attitude in high school. My elective courses consisted of one year of beginning typing, one semester of general business, several handicraft courses, and several home economics courses. I could have learned something from all these courses, but I didn't care enough about school to learn much.

I earned spending money by babysitting and doing housework once in awhile. I worked two summers as a waitress in a local cafe. I managed to save enough money for a small wedding.

We found an unfurnished apartment just in time for the wedding. It cost a week and a half of Jack's salary. We bought new furniture and arranged to pay for it on time.

We were married in July after graduation, and ten months later our daughter Sandy was born. We didn't have any medical insurance -- we couldn't afford it -- and the hospital bills were out of sight.

Jack had been working part time in a local garage for 3 years. At first he pumped gas, then he was trained to grease and change oil in cars. When we got married he started working full time as a mechanic. But he was only making the minimum wage, and all our bills seemed to just get bigger and bigger.

Jack was working five nights a week and was in a bowling league two nights. At least I thought he was, but one night Sandy got really sick and I called the garage to ask Jack to come home and take her to the doctor. His boss told me Jack had quit his job at the garage a month before.

When Jack finally came home I asked him about it. He said where he had been and what he was doing was none of my business. We had a terrible fight, and Jack slammed out of the house and didn't come back for a week. Before he left he said he didn't want Sandy and me anymore. He said our marriage made him feel like a dog with a tin can tied to its tail.

For the next couple of months, things went on like that. Jack would come home for a day or two and then disappear for a week. He had some shady-looking new friends, and I guess he stayed with them. He never gave me any money, and I did babysitting and ironing for neighbors so Sandy and I could eat.

Finally, I couldn't take it any more and I filed for divorce. Sandy was 15 months old before the divorce was final. Our furniture was repossessed because I couldn't make the payments. Sandy and I needed money and a place to live. I went on welfare, and a social worker helped me find a one-and-a-half-room apartment. I received welfare money and food stamps.

It makes me feel really bad. I mean, my folks were poor when I was growing up, and we did without a lot of stuff. I had to wear hand-me-downs, and Mom must have had a hundred different recipes for hamburger. But we never had to take charity. It makes me so depressed sometimes I could die. Right now I don't have anything -- no money, no job, no car, not even much furniture. I want to be on my own, but I don't know what to do.

My social worker said I should write down all my choices and think them over. This is what I came up with:

1. stay on welfare at least for the time being

2. marry again

3. go home to my folks and have Mom take care of Sandy while I work

4. go to vocational school

If I stay with this same situation, what will happen to me? I've seen a couple of women my mother's age who've been on welfare for many years. They act like it's a normal way of life, and maybe it is for them. I mean, obviously they need the money, or they wouldn't be on welfare. But it seems like they've lost their initiative, and I want to keep mine. Sandy isn't always going to need me full time, and I want to do something besides take care of her. And right now I'm depressed all the time. It'll just get worse and worse if I stay on welfare. I might get so depressed I'd kill myself. I've read about lots of women my age who've committed suicide, and most of them were depressed at the time. What would happen to Sandy? I don't want her to be motherless and fatherless.....Jack hasn't seen her once since the divorce.

That's another thing. I want Sandy to grow up having nice things. I don't want the other kids to laugh at her clothes and make her feel like dirt because she's poor. It's not her fault Jack and I made a mistake. She didn't ask to be born into a lousy marriage. I have to do something to give Sandy a good life.

WELFARE: TRUE OR FALSE

To be able to receive welfare, Evelyn probably had to do several things. First, she called or went to the welfare office in her area to make an appointment to apply for welfare. At the appointment, Evelyn talked to a social worker, or case technician, who helped Evelyn fill out an application form. Evelyn had to show the social worker such items as her bank statement, rent receipts, utility bills, phone bills, and fuel bills. This was so the social worker could figure out how much money Evelyn would need to support herself and Sandy every month. Once the social worker had approved Evelyn's application, and Evelyn began to receive money, there were certain rules she had to follow to remain eligible for welfare payments.

As you have seen, Evelyn feels depressed about being on welfare. She thinks it's a disgrace to take money she hasn't earned. There is no need for Evelyn to feel this way. Welfare is a service for those who are in need. People like Evelyn who meet the eligibility standards have the right to receive welfare assistance to enable them to live in a healthy way.

Perhaps if Evelyn knew more about what welfare is for and what the rules are, she would not feel so depressed. What do you know about welfare that you could share with Evelyn?

Let's find out. The following page is called "Welfare: True or False." There are 14 statements on it about welfare. Some of the statements are true, some are false. Below each statement are two blanks, marked T or F. Read each statement carefully, and decide whether it is true or false. Place a check mark (✓) in the blank marked T if you think the statement is true. Check F is you think the statement is false.

When you have finished, get an answer sheet from your teacher. Place an X beside the statements where you made mistakes. Count the number of X's on your paper. If you got 3 or less wrong, you know quite a lot about welfare. If you got 4 to 7 wrong, you know more than most people about welfare or you're a good guesser. If you got 8 to 12 wrong, you're either not very good at true-false quizzes or you don't know much about the subject. If you got 13 or all 14 wrong, just be thankful this quiz doesn't count as part of your grade for this course!

Free literature about welfare rights and programs is available at district welfare offices, legal assistance offices, and food stamp offices. If you have a question about welfare, call or visit the district office nearest you.

NEBRASKA WELFARE: TRUE OR FALSE

1. Only mothers are eligible for Aid to Dependent Children (ADC) payments on behalf of their children. T____ F____
2. Food stamps are controlled by the Department of Social Welfare. T____ F____
3. If you are receiving any kind of welfare assistance, you must report any change of income (raise, loss of job, etc.) to the Department of Social Welfare. T____ F____
4. Once you are receiving welfare payments, you need not work again until your children are 18 years of age. T____ F____
5. If you are receiving ADC payments, you must report the name of an absent parent to the Department of Social Welfare so that child support payments can be collected for you. T____ F____
6. You don't need to report any change in the number of people living in your home. T____ F____
7. Food stamps will buy anything you want, including cigarettes, beer, pet food, and soap. T____ F____
8. You must be 65 years old to qualify for medical assistance (Medicaid). T____ F____
9. You can receive ADC payments and hold a job at the same time. T____ F____
10. The Department of Social Welfare will pay part of your child care expenses while you work if you use a licensed day care center or licensed or approved babysitter. T____ F____
11. The Nebraska ACD program provides assistance to both one-parent families and families where both able-bodied parents are in the home. T____ F____
12. You can buy nonprescription medicines such as aspirin with your Medicaid card. T____ F____
13. You must undergo a welfare review process every 6 months. T____ F____
14. You are not allowed to own a car if you receive welfare assistance. T____ F____

NEBRASKA WELFARE QUIZ: ANSWER SHEET

1. False. Although Aid to Dependent Children (ADC) is sometimes referred to as "mothers' aid," fathers can also be eligible for ADC payments on behalf of their children.

2. False. The Food Stamp Program is controlled by the U.S. Department of Agriculture.

3. True. This applies to any change in income of any member of the family.

4. False. When your youngest child enters school, you are expected to find a job on your own or seek the assistance of an employment agency or service that will help you find one.

5. True. This is a new Federal program and you must comply if you need ADC payments. Information you give is kept confidential.

6. False. If someone leaves your home or if someone comes to live with you, you must report it to the Welfare Department because it might affect the amount of money you receive.

7. False. You can only buy food items or plants and seeds to grow food with your food stamps.

8. False. Low-income persons may be eligible for Medicaid if they are under 21 or over 65, or between those ages if they are disabled or have young children in their care.

9. True. If you cannot earn enough money at your job to support your family, you may still be eligible to receive ADC payments.

10. True. If you do not earn enough to pay for child care, you may be eligible for this service.

11. False. The Nebraska ADC program does not provide assistance to families where both able-bodied parents are living in the home.

12. False. Medicaid covers hospital care, doctors' bills, dental and eye care (for children only), home health care, nursing home care, and prescription medicines.

13. True. You must show proof of all your expenses and financial resources to the Welfare Department every six months.

14. False. If you own a car, you cannot be forced to sell it to receive welfare payments.

THE ADVANTAGES AND DISADVANTAGES OF MARRIAGE

Objectives

1. Students will be able to state the advantages and disadvantages of marriage for Evelyn.

2. Students will be able to state the advantages and disadvantages of marriage for Charley.

3. Students will be able to write an essay on whether they think Evelyn should marry Charley now, later, or never, and explain the reasons for their decision.

Materials

Update # 1
Student Activity Sheet # 2
Student Activity Sheet # 3
Student Activity Sheet # 3a (one per small group)

Lesson Plan

1. Hand out copies of Update # 1 and SAS # 2. Students should read the update and then work on the sentence completions presented in SAS # 2.

2. Hand out copies of SAS # 3. Have students work together to complete SAS # 3a: "Group Record Sheet," a copy of which should go to someone willing to be a group recorder. You have a completed sample of this worksheet following this lesson plan which students may want to refer to after they complete their own.

3. Having considered Evelyn's situation, the class should consider and discuss the situation from Charley's point of view. What are the advantages and disadvantages of marriage for Charley?

Homework

1. Students should write a one-page essay on whether they think Evelyn should marry Charley now, later, or never. The instructions for this assignment are on SAS # 4. Try to emphasize that you want them to make a decision, not just discuss alternatives. They should hand these essays in to you. Keep track of the returned essays. You may wish to grade them, or, if time permits, as part of lesson # 3 you can have the students read them aloud to their groups.

SAMPLE GROUP RECORD SHEET

	ADVANTAGES Gains:	DISADVANTAGES Losses:
if Evelyn marries Charley now	financial security father for child home companionship other material comforts	independence welfare aid social life with others opportunity for vocational training chance to mature alone
if Evelyn marries Charley, but not right away	financial security father for child a home opportunity for training before she gets married chance to mature before she gets married again	independence welfare aid (if still on it) social life with others
if Evelyn does not marry Charley	opportunity to date others training for job possibly a good job independence chance to meet someone else who might be more than Charley is	Charley financial security father for child home

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UPDATE

I could marry Charley. We've been dating for several months and I know that he wants to marry me. He makes a good living -- he drives a truck for Ross Transfer in Valentine -- and he worships Sandy. Charley's 33, quite a bit older than me, but I don't think that matters. I don't feel the age difference when we're together. He's gentle and kind, and we have a lot of fun together.

Of course, I know he's not perfect. Sometimes he drinks too much, and he's a little too possessive of me. We're not even engaged yet, but Charley acts like he owns me. I've asked him not to be that way, but I really don't think he can help it. I think some woman hurt him very badly one time, and it makes him feel that all women might do that. I'm not complaining, because I know that when you marry somebody you have to accept him with all his faults as well as his good points. And I really do like Charley.

I feel scared about marriage, though. I keep thinking about how badly Jack and I failed. It was because both of us were immature, and I hope I've learned from that experience and grown up a lot since then. But I'm afraid to take the chance of failing again. I think I still have some maturing to do. If I say no to Charley, I might lose him. I don't know if he'll understand and wait for me to be ready to get married again.

MARRIAGE IS...

Imagine that you are Evelyn, trying to decide whether to marry Charley. Complete the following sentences.

Marriage is.....

Being married isn't.....

Marriage to Charley means.....

If Charley and I get married, we might.....

The best things about being married to Charley would be.....

If I don't marry Charley now, I might.....

If I marry Charley, I won't have to worry about.....

If I wait to get married, I'll have a better chance of.....

Even if I marry Charley, I can still.....

If I married Charley, I would want him to understand that I.....

MARRIAGE: ADVANTAGES VS. DISADVANTAGES

The recorder for your group will have been given a chart like the one below to be filled out by your group. It deals with the advantages and disadvantages that Evelyn faces in making a decision about marrying Charley. These involve what she will gain and lose if she marries Charley now, if she marries him at a later date when she feels she is more ready to get married again, or if she doesn't ever marry him. Try to brainstorm as many advantages and disadvantages as you can for each of the three situations. Use your sentence completions from SAS # 2 to help give you ideas.

When your group cannot think of any more advantages or disadvantages, check your list against a chart your teacher has that lists some of these advantages and disadvantages. Did your group have more answers than her chart? Were you missing some that you think are important for Evelyn to consider before she makes her decision?

	ADVANTAGES	DISADVANTAGES
if Evelyn marries Charley now		
if Evelyn marries Charley, but not right away		
if Evelyn does not marry Charley		

GROUP RECORD SHEET

	ADVANTAGES	DISADVANTAGES
if Evelyn marries Charley now		
if Evelyn marries Charley, but not right away		
if Evelyn does not marry Charley		

WHAT SHOULD EVELYN DO?

Use this sheet to write a one-page essay on whether you think Evelyn should marry Charley now, later, or not at all. Be sure to consider the gains and losses brought out by your group. Make a decision -- don't be wishy-washy. Evelyn needs to know what other people think. She will have to make a choice sometime, so try to imagine what you would do if you were she.

INFLUENCES ON OUR LIVES

Objectives

1. Students will be able to identify the people who influence Evelyn's life.

2. Students will be able to list the way in which each person identified above is an influence on Evelyn's life.

3. Students will be able to identify the people who influence their own lives.

4. Students will be able to list the ways those people identified in # 3 above influence their lives.

Materials

Update # 2
Student Activity Sheet # 5
Student Activity Sheet # 5a

Lesson Plan

1. Students should read Update # 2 and then read SAS # 5. If your students enjoy reading aloud, one or two students may wish to read the sheet aloud to the group.

2. Students should spend the rest of the class period working on SAS # 5a: "Who Influences Evelyn's Life?" You should make yourself available, but encourage students to help one another instead of expecting you to answer questions. Ask them to refer back to their scenario and update pages for ideas.

Homework

1. Students are asked to draw and fill in a chart like the one they completed on SAS # 5a, using their own names and influences on their own lives. This assignment may be started in class if the students finish their work early.

2. Students are asked to show you their homework assignment, but if they feel that it is very personal and they prefer you not to read it carefully, they have been instructed to tell you so.

UPDATE

So far I have talked about staying on welfare for a while longer and about the possibility of marrying Charley. I think I have pretty much ruled out staying on welfare. I know I could get some kind of a job and still receive aid, but I really want to be self-supporting. Because I have no job-related skills, I would probably only get minimum wage. So, most of what I could earn would have to go for a babysitter for Sandy.

I'm still thinking about marriage. It would be an easy way out of this mess, but would that be fair to Charley or me? I'm not sure I want to get married again this soon, and if I did marry him, I'd want it to be for the right reasons. Marrying someone just to have a steady income doesn't seem right to me.

There is another alternative to consider. I could go home and stay with Mom and Dad. I would have a built-in babysitter for Sandy; Mom would love to take care of her. I would have little or no rent to pay while I was job hunting. The Home Cafe where I worked while I was in high school isn't far from Mom's and I think I could get work there. The tips are pretty good. If I got a job there and lived at home, I could save some money.

Those are the good points about going home. On the other hand, Mom and I have never agreed about anything. I love her and all that, but she has such old-fashioned ideas about smoking and clothes and men. And she's awfully bossy, always sure her opinion is the right one. Every time Mom comes to my apartment, she finds something to criticize. I smoke too much, or Sandy's jacket isn't warm enough, or how often does Charley come over? She says Charley is too old for me. The last time she came over, I had to slap Sandy's hand for some mischief, and Mom reacted as if I were beating Sandy. "She's just a baby!" Well, maybe she is, but she has to learn right from wrong sometime, and I want to start before it's too late. If I went home, I'm afraid discipline is only one of the things we would argue about.

It's funny how other people so often influence our decisions. One of the reasons I got married so young was that Mom was against it, and my best friend in high school was getting married and said I should too. And my social worker is the person who influenced me to start thinking about my alternatives. Charley influences me emotionally, and Sandy's influence on me is her dependency. I guess no one ever makes a decision without thinking about how that decision will affect other people, either how they will feel, what they will say, or what they need. But the most important person in the whole group is me, the one who really has to decide.

INFLUENCES ON OUR LIVES

As you have seen, Evelyn is aware that several other people have a great deal of influence on her life. The same is true of all of us. In Evelyn's case, her mother, her social worker, Charley, and Sandy each have some special influence on her.

Evelyn remembers that her mother has always tried to exert a lot of authority over her. Her social worker has the power to give or deny Evelyn the help she needs, and she is also trying to get Evelyn to help herself. Charley's influence is emotional; Evelyn loves him and wants to please him so that he will love her in return. Sandy, by being a small child dependent on Evelyn for her every need, exerts the most powerful influence of all. Above all other things, Evelyn must consider Sandy's needs when she is making decisions about their lifestyle.

In every decision we make, in everything we do, we are influenced by one or more other persons. In a family situation, a young child like Sandy is most greatly influenced by her parents. Parents represent "Authority." The child must go to them for everything she needs and to ask permission for everything she wants to do. Grandparents are also authority figures in a child's eyes, to a lesser degree. A grandparent's influence may back up the parents' authority, or it may try to sway the child away from parents. Older brothers and sisters, favorite aunts and uncles, also may have the power to affect the child's life.

In the school world, the teenager meets authority and influence on several levels. She may not be aware of some of these influences, such as the school board or superintendent of schools. Within the school itself, she may know only of those people whom she can see, such as the principal, teachers, maintenance people, and other students.

The principal administers the rules set up for him or her by the school board and enforces discipline. The teachers have authority to discipline students, too, but their main influence is in the teaching they do. The teenager may have a favorite teacher who influences her to do her best in his or her class, while another teacher may have no effect at all on her performance. Other students place pressure on the teenager to conform to the peer group standards.

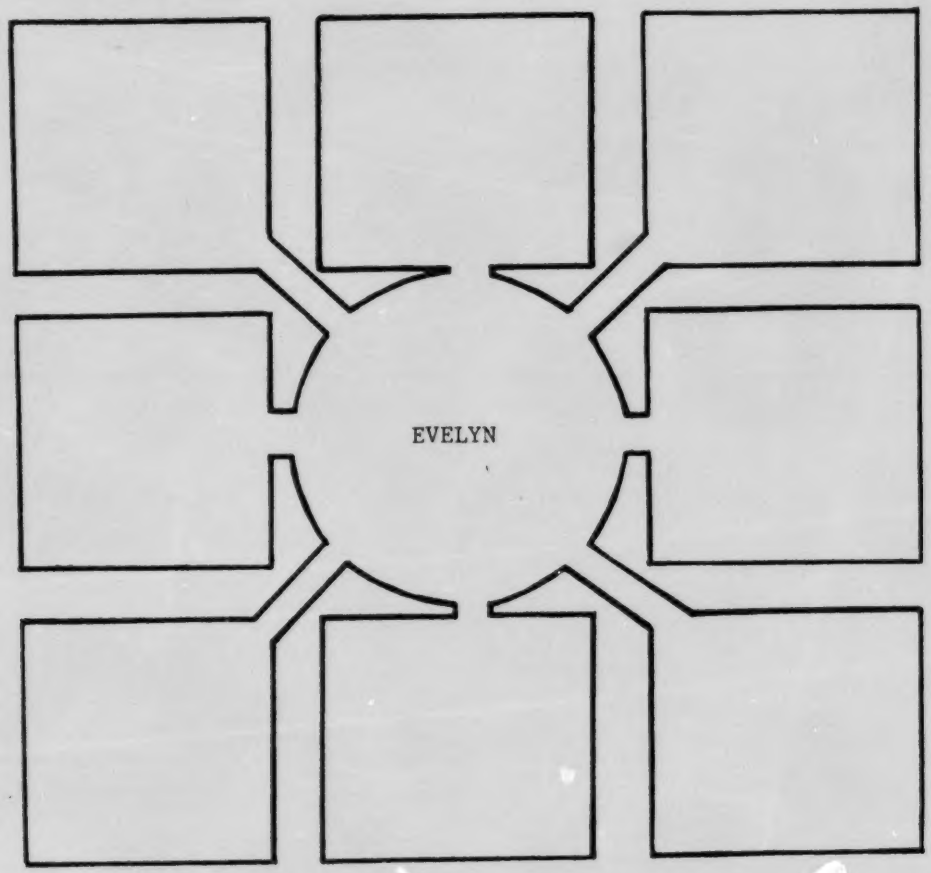
As the teenager becomes an adult and leaves school, she enters a new area of influence -- the job world. Here she may have to deal with a boss or supervisor, foreman, co-workers, and members of the public. Her job performance and behavior will be influenced by her boss or supervisor because she knows they have the power to either promote or fire her. A foreman who reports to the supervisor on her job performance may influence the quality of her work. And the attitude of her co-workers will be reflected in her attitude about her job.

Do you know who or what has the most influence on your life? It is your parents? A favorite teacher? Your best friend? An older brother or sister?

In the following exercise, you will be asked to fill out a chart with the names of people who influence Evelyn's life the most, and then write what that influence is in the space provided. As homework, fill out a blank chart of your own with the names of the people who influence you, and tell what that influence is. You need not share your personal chart with the rest of the class.

WHO INFLUENCES EVELYN'S LIFE?

In each of the blocks surrounding Evelyn, write in the name of a person who influences her. These may be her mother, father, best friend, Charley, Sandy, her social worker, or any others you can think of who might affect her life. (You can add blocks if you need to.) Under each name, write in the reason you think that person has influence on Evelyn's life. For example, why does her mother have influence on Evelyn's life right now? Is it because she has always been an authority figure to Evelyn, or is it because she will take care of Sandy? Both reasons? Feel free to write down more than one type of influence.



Homework

Draw blocks around your own name, and fill them in with your sources of influence and the reasons why they influence you. You do not have to share your personal chart with the rest of the class. You will be asked to show your chart to your teacher, however, so that she can see that you have completed the assignment.

IF YOU'RE SO SMART, LADY, WHY AREN'T YOU RICH?

Objectives

1. Students will be able to define job status in terms of blue collar, white collar, managerial, and professional jobs.

2. Students will be able to define the job status of most women workers in their area.

3. Students will be able to explain various reasons for the job status of women, locally and nationally.

4. Students will be able to determine what job status they would prefer.

5. Students will be able to generate ideas for achieving different job statuses.

Materials

Paper (for student lists)
Large sheet: "Working Women"
Magic Marker
Sample: "Working Women"
Update # 3

Lesson Plan

1. Begin the class without an extended introduction. Ask the students to write down the names of jobs held by all the women they know who work full time. Ask each to think of at least ten women -- the more the better.

2. When they have generated this list, put up the large sheet: "Working Women." Explain each category to them, asking them for one or two examples of each kind of job to make certain that they understand the distinctions. A sample "Working Women" is appended to this lesson with definitions and examples if you should need it.

3. Ask the students which of these kinds of jobs is "best" and ask them why they chose that category. Generally, they will define "best" in terms of money, prestige, independence, power, working conditions, and responsibility. If they stick strictly to money, help them to understand the other variables in determining job desirability. (For example, a garbage collector in a city generally makes as much money as a bank manager. Why is one job generally considered "better" than the other?) We expect that most will agree with the general American view of jobs -- that blue collar jobs are the least desirable and professional jobs the most desirable, with white collar and managerial jobs in the middle.

4. Ask them to look back at their list of women's jobs. Tell them to put an initial after the name of each job -- B if it is blue collar, W if it is white collar, M if it is managerial, and P if it is professional. Ask several students to volunteer the names of jobs in each category, and write them on the large sheet. When students repeat a job previously mentioned, put a mark next to the job title on the big chart. When you think you have exhausted most of the job possibilities in your area, you can complete the job count with a show of hands from those who have not already read their lists and then ask for any unmentioned jobs.

5. Look at the job pattern for women in your area as summarized on the chart. It should show heavy clustering in the blue collar and white collar categories with little representation under either managerial or professional. Ask the class who is filling the professional and managerial positions in their community. Some may point out that there are far fewer people in those categories than in the blue and white collar jobs, but they should also recognize that the people in those positions are generally men. If they don't see this, run through a few of the existing positions in your area. Who is the local doctor? Lawyer? School principal? Business owner? Restaurant owner? Most of them will inevitably be men, and the class will see the point.

6. Ask the class why they think jobs are distributed this way. If they attempt to ascribe the sorting to local circumstances, point out that these are national trends. They should come up with a variety of reasons for this, most of which can be divided into two types: 1) problems with women, and 2) problems with employers. Problems with women have their locus in the individual. They include such things as: low level of aspiration, self-stereotyping, unwillingness to work full time, lack of career planning until an emergency strikes, lack of skills, and the like. Problems with employers include: sex discrimination, stereotyping, inflexibility in work demands, and reluctance to train women, among other issues.

7. Once the students have identified the reasons for women getting low-level jobs, ask them if the reasons seem to be good ones. Would they want the responsibility that goes with a managerial or professional job? Would they want to make the sacrifice required to get the necessary skills? Some people will probably say that they would not want those jobs, but most will agree that women should at least have a chance to get the higher paying, higher prestige jobs if they want to (at least we hope they think so at this point in the curriculum!).

8. Assuming they agree that the range of jobs held by women should be broader and more balanced, you can end the class with a discussion of ways in which the kinds of jobs women get can be changed. The division between problems with women and problems with employers can be used here to structure discussion. Clearly, the problems with women must be tackled by the women themselves -- by using a variety of means to make them more aware of their own possibilities and prospects. Problems with employers need to be attacked more on legal grounds -- and the class should know that Title IX and other civil rights laws have already established the groundwork for changing the traditional work patterns.

Homework

Have students read Update # 3.

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WORKING WOMEN

BLUE COLLAR JOBS:

WHITE COLLAR JOBS:

MANAGERIAL JOBS:

PROFESSIONAL JOBS:

SAMPLE: WORKING WOMEN

Blue Collar - jobs usually involving physical labor; workers wear uniforms or work clothes; often in factories or service work; workers are wage earners rather than self-employed; usually paid by the hour.

Examples: assembly line worker, maid, housekeeper, waitress

White Collar - jobs usually involving clerical work or other work that is done more with the head than the hands; workers wear uniforms or dress clothes; often work in stores or offices; workers are wage earners rather than self-employed; usually paid by the hour.

Examples: bank teller, store clerk, secretary, LPN

Managerial - jobs usually involving responsibility for running a store, business, or other institution; workers wear what is appropriate; workers are either salaried or self-employed, rarely hourly wage earners.

Examples: office manager, store owner, self-employed blacksmith

Professional - jobs usually requiring considerable advanced training; usually carry with them substantial responsibility and power; workers determine their own dress according to the standards of the profession; often self-employed, sometimes salaried, rarely hourly wage earners.

Examples: teacher, doctor, nurse, social worker, lawyer

UPDATE

I've been considering vocational training, too. My social worker told me I could probably get a Basic Education Opportunity Grant to pay for training in something I'd like to do. She said to consider my interests first, and then once I have them narrowed down, find out which vocational schools offer training in those areas. She said I should also find out about the job market for any skills I want to have, so I'll know if it is worth learning them.

Well, I've always liked fooling around with people's hair. I've been fixing my friends' hair since I was a kid. Beauty is a big business these days. I know I could do well at that. There are several good beautician schools in Rapid City, South Dakota. I've already sent for brochures from them. I bet I could get in, and if I did well, I would have a job that I could always fall back on.

Of course, if I went to school that far away, I'd have to get an apartment and somebody to care for Sandy. I don't want to leave her with Mom. Sandy is my responsibility. I don't know anyone in Rapid City, but I am sure there must be babysitting referral services. I could ask my social worker and she could find out. Another thing would be not seeing Charley so often. I 'd really miss him a lot. But we could visit on weekends, and maybe it would be a good test of our feelings for each other. It's something to think about anyway.

VOCATIONAL TRAINING OPPORTUNITIES

Objectives

1. Students will read a transcript on vocational training opportunities in their State.

2. Students will be able to fill out an activity sheet on the type of training they might be interested in pursuing.

3. Students will be able to describe what they would do to get that training.

Materials

Transcripts: "Vocational Training Opportunities"
Vocational Training Worksheet
Optional: guest speaker

Lesson Plan

1. Have students read the transcript "Vocational Training Opportunities."

2. After the transcript is completed, students should spend the rest of the class period working on the Vocational Training Worksheet. You may wish to be available if students have questions, but encourage them to use their transcripts as a resource. If possible, encourage students to make use of information provided in the guidance office. This should be checked out beforehand. You may want to have the guidance counselor come to the class to hear the tape and then to reinforce the range of opportunities available to students interested in vocational training.

Notes to the Teacher

1. The vocational transcripts and worksheets can be used either in Terri, lesson # 4, or Evelyn, lesson # 5, depending on which case is worked on first. Student copies of both the transcript and the worksheet are included in the materials for Evelyn, lesson # 5.

2. If your students have already worked on Terri's case, one of the optional activities suggested below should be planned.

Optional Activities:
a. Presentation by vocational director, vocational students, or both
b. Visits to vocational schools
c. Class discussion with guidance counselor about vocational training

NEBRASKA VOCATIONAL TRAINING OPPORTUNITIES

Nebraska has many vocational training opportunities for those of you who are interested in learning a skill or trade. In the next few minutes, we will discuss what is available, where to find it, and how to track down more information about your particular interest. Once you have a pretty good idea about what it is that you want to do for a living, the most important step is knowing how to go about getting the best training you can.

Nebraska has its own special characteristics which you should consider when choosing a vocation. Agriculture is the traditional mainstay of Nebraska's economy. The margin of profit has been severely reduced. Experts are divided on the question of Nebraska's economic future, but it is fairly certain that the changes in Nebraska's job outlook will affect your future. It is always wise to check to see if there is a need for an occupation in your area before you begin training, unless you are willing to leave your area in search of a particular job. The state of Nebraska keeps up-to-date statistics about the labor market in your area. To find out what the future looks like in your chosen field, you can contact the nearest Nebraska Job Service office and ask them for information. More about Nebraska Job Service will be mentioned again later, because it is an excellent way to find out about jobs in your area.

Suppose that you are not sure of what you want to do for a living. You may wish to take a vocational interest or an aptitude test which will help to pinpoint your interests, skills, and abilities. Some high schools offer vocational tests during the course of the school year; other schools only offer vocational tests to students who express an interest. Check with your guidance office about vocational tests offered through your high school. If your school does not have a testing service, you should contact the nearest Nebraska Job Service. They can tell you where to take the General Aptitude Test (or GATB), an ability test, and the Kuder Preference Test, a vocational interest inventory. Both tests help to translate your interests and abilities into occupational choices. It does not cost any money to take either test, and they may prove helpful to you as you try to make some decisions about vocational training.

Nebraska has 15 established vocational centers. These vocational centers specialize in training you for specific jobs. You can receive training in subject areas such as auto mechanics, electrical repair, carpentry, secretarial skills, forestry, horticulture, drafting, veterinarian tech, and graphic arts. Although many of these occupations have traditionally been associated with one sex or the other, vocational schools are now expanding their programs to include both men and women in all fields. So, no one should exclude this possibility without investigation. If you are interested, you should see your guidance counselor for more information.

Another method of learning a skill or trade is through on-the-job training (or OJT). This means that you work at a job while learning the skills necessary to be a competent worker. OJT allows you a specified time period in which to learn a set of skills before you become a regular employee with full job responsibilities. Government and private agencies often assist with the costs of the OJT programs.

Still another way to learn a skill is through a correspondence course. Some of you may not want to, or may not be able to, leave home for school or training after high school. In some cases, your financial situation may force you to start work right away in order to earn money, even if the job you get is not in your chosen field. In that case, you might consider taking correspondence courses at home. Let's say you wanted to train to become a dental assistant. The University of North Carolina offers a degree program by correspondence. This is just one example; many other schools have similar extension programs. Your guidance office has brochures about many such programs.

In 1973, the U.S. Congress passed the Comprehensive Employment and Training Act, commonly known as CETA, to meet the training needs of local communities. Primarily set up to provide training for disadvantaged people, CETA administers federal funds to help secure jobs and training for Nebraskans who are economically disadvantaged and unemployed. In addition, they also provide summer jobs and training programs particularly for young people under 21. You may qualify for one of these federal training programs. To find out, you should contact the nearest Nebraska Job Service office and ask about CETA services in your area.

The Nebraska Job Service, which we mentioned as a resource for occupational testing, is an agency you should be familiar with. Nebraska Job Service offices are located all around the state and are listed in the phone book. They offer a variety of services. They can tell you what the prospects are for jobs in your chosen field. Lastly, the Nebraska Job Service can refer you to other state agencies which can help you in your job or training search.

If you are physically handicapped or have employment barriers such as a learning disability, the Department of Vocational Rehabilitation may be able to help you get training. The Nebraska Job Service can tell you about this resource as well.

Some of you may have thought about college after you finish school. Most people don't realize that in Nebraska alone, there are 13 colleges and one university. Some of these colleges offer specific vocational programs in areas such as law enforcement, agriculture, clerical training, and business.

The type of job you are interested in being trained for should be your guide to finding the right training program. It is wise to be aware of schools outside of Nebraska which may offer the type of program you want. Other states have vocational programs as well that are worth looking into and considering. For example, near the western part of the state you may want to look into Rapid City National College of Business.

If you have thought about continuing your education past high school, you have probably wondered about how you are going to pay for it. Nebraska has various scholarship and loan programs that can be helpful. Ask your guidance counselor about financial aids or contact the financial aid officer of the institution in which you are interested.

Most colleges and vocational schools have financial aid offices specifically set up to help you find ways to pay for your education. Most schools have a work study program, which allows you to work part time while in school to earn money

to help pay for your education. Also most schools participate in federal loan programs. The most well-known of these is the National Direct Student Loans. You must be a citizen and be accepted to school as at least a half-time student to qualify. You may borrow up to $1500 per academic year under this program. Applications are available at all participating Nebraska lending institutions -- banks, or credit unions, or at college financial aid offices.

Again, your guidance counselor will be able to tell you more about these loan programs. The rule is NEVER assume that you are not eligible for financial assistance! Regardless of your parents' income, with the high cost of education today, you may be eligible for scholarships and loans. Check out all possibilities.

Now, let's briefly review some of the information that has been presented... types of training, where to find it, and how to pay for it. The most important thing to remember is that there are opportunities in Nebraska for vocational training, and you should know how to go about finding them. Use the following resources and people; it's their job to help you.

1. Your guidance counselor: He or she has extensive collections of career information. If they don't have an answer to your question, they will usually know where you can get an answer. They also have catalogs from many schools for you to look through.

2. School and public libraries: These are another source of information on careers and jobs. The librarian will help you find what you are looking for.

3. Business establishments: Local merchants have a wealth of information on jobs and good sound career advice. Many are more than willing to sit down and discuss your future with you.

4. Nebraska Job Service: The Job Service offers vocational testing, information about available jobs, labor market data, information about CETA services, the Department of Vocational Education, and the Department of Vocational Rehabilitation. It also offers employment counseling and referral to other training opportunities.

5. The Occupational Outlook Handbook: Every year, the U.S. Department of Labor compiles a comprehensive list of occupations with predictions of future demand. Every conceivable occupation is listed in the handbook. Along with a description of the nature of the occupation, there is information regarding training and qualifications, earnings, and working conditions. It is one of the best single resources for anyone interested in job information. Your guidance office or school should have a copy of this handbook.

6. Nebraska Commission on the Status of Women: This commission was created a few years ago to look at the realities women face in Nebraska. One area they have given a lot of attention to is how women are doing in the job market and what changes need to be made. Periodically, the

commission holds workshops for women to inform them of training opportunities and job prospects. It is possible that some of your teachers may be involved in those programs. You can find out about these programs by contacting local service agencies or by writing to the Governor's Commission on the Status of Women in Lincoln.

7. Yourself: Use your own common sense. No one expects you to have hard and fast career goals set in the next few months. As time goes by, your values may change and your career plans will probably change as well. Be sensitive to your likes and dislikes, and follow through to get the information and help you need to make career choices.

You have just heard about a variety of opportunities and programs available to you. It will be up to you to decide which road to take. Don't be pushed or hurried into making career choices, but, remember, if you don't decide, someone else will decide for you and you may be forced to work at a job you neither like nor are qualified for.

The best time to make career decisions, even if only tentative ones, is when you are still in high school. While in school, you have the time to consider your alternatives and make some decisions about the kind of job you would like to have so that you can begin to work toward that goal.

VOCATIONAL TRAINING WORKSHEET

Many people are not aware of the many vocational opportunities open to them. Even when people do know about vocational training, they often think that they cannot afford it. You have been listening to a tape on vocational training opportunities in your State. From hearing that tape, you know that you can get vocational training in many fields, from cosmetology to TV repair work.

The following questions are designed to help you think about vocational training in relation to yourself. If you have trouble answering the questions about your personal vocational choice, your school guidance office may have information about training in that field.

1. If you had an opportunity to get training in any area, what would you choose?

2. What interests and skills do you have now that led you to that decision?

3. Who would you see to find out more about your choice of vocation?

4. Where would you receive this training?

   a. ____ government training project

   b. ____ high school vocational course

   c. ____ on-the-job training

   d. ____ vocational/technical college

   e. ____ apprenticeship

   f. ____ work/study program

5. What educational requirements would you have to fulfill to be eligible to receive training?

   a. ____ high school diploma

   b. ____ vocational courses in high school

   c. ____ none

VOCATIONAL TRAINING WORKSHEET (cont.)

5. (cont.)

Would you have to meet any other special requirements, such as be from a low-income family?

a. _____ yes

b. _____ no

If yes, what are they?

6. How would you pay for this training?

7. How long would the training period last?

8. Could you live at home while you were being trained?

a. _____ yes

b. _____ no

If no, how would you pay your living expenses?

9. Is the skill you would be learning going to be useful all your working life, or will it be useless ten years from now?

How could you find out?

10. Is it a skill you can use in the area in which you wish to live?

11. Where can you go for more information about vocational training in general, and the kind that interests you in particular?

STUDENT RECORD SHEET

Check if Completed

Lesson # 1

_____ Read Scenario
_____ *Class discussion with resource person
_____ Complete Student Activity Sheet # 1 (homework)

Lesson # 2

_____ Discuss, in groups, interviews and information discovered
_____ Read Update # 1
_____ Complete Student Activity Sheet # 2

Lesson # 3

_____ Read Update # 2
_____ Discuss possible solutions to family/work conflicts

Lesson # 4

_____ Read Update # 3
_____ Listen to and read the transcript on vocational training opportunities
_____ Complete Vocational Training Worksheet (2 pages)

Lesson # 4 (Alternate)

_____ Read Student Activity Sheet # 3
_____ Complete Student Activity Sheet # 4
_____ Read Student Activity Sheet # 5

Lesson # 5

_____ Read Update # 4
_____ Read Student Activity Sheet # 6
_____ Discuss, in groups, the Ten-Year Plan

*Denotes activity where prior arrangement must be made by the teacher.

STUDENT RECORD SHEET

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Lesson # 5

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_____ Read Student Activity Sheet # 6
_____ Discuss, in groups, the Ten-Year Plan

INTERVIEWING PARENTS AND FRIENDS

Objectives

1. Students will interview people to learn how they got their first jobs.

Materials

Resource speaker (to be arranged in advance)
Scenario
Student Activity Sheet # 1

Lesson Plan

1. It is important to plan ahead for this lesson. You will need to recruit some resource people well in advance to come in and talk with your students about what job interviews are like. It would be best to have a variety of resource people (businessperson, census taker, teacher, work/study director, etc.), but one will be adequate.

2. Have both the speaker(s) and the students read the Scenario for Terri, so that everyone is aware of her situation and the fact that she is looking for work.

3. Have the speaker(s) discuss how they interview--how they put someone at ease, how they actually conduct the interview, what procedures they follow, what information they feel is important, and how they record that information during the interview. The speaker(s) should be informed that, as homework, students are going to interview parents and friends about how they got their first job.

Homework

1. Students should read SAS # 1 and then interview as many people as they can, asking them how they got their first job. Sample questions are provided and students are encouraged to keep notes on their findings to refer to in lesson # 2.

SCENARIO

I guess I'm in a rut. I'm still pretty much the same sort of person I was in high school -- kind of quiet and shy. My parents separated when I was in the 7th grade, and neither one of them could take care of me. I lived in four foster homes during my high school years. Most of the families were really nice to me, but I was moved around so often that I never felt really at home anywhere. I decided that what I wanted most out of life was a home and a family of my own.

I met Bill at the beginning of my senior year. He was 3 years older than me and had a job driving a delivery truck. We fell in love and decided to get married right after I graduated. The wedding was none too soon -- I was pregnant with Chris.

Things were pretty rough getting started; we didn't have much money, and Bill's job wasn't steady, but we managed. We found an apartment, and Chris was born. A year later we moved into a house by the river. I was pretty happy about that -- I had my own home and family. I became pregnant again but lost the baby early.

Chris is two-and-a-half now and I'm getting kind of bored with staying home and taking care of him. I'd like to do something a little more exciting. Maybe Bill and I would have more to talk about than Chris' behavior if I had some sort of job. Maybe I'd be a more interesting person if I got out into the job world. But what could I do? I never trained for anything special.

INTERVIEWING PARENTS AND FRIENDS

Your homework assignment is to interview your parents and friends to find out how they got their first jobs. Before you start, read this interview sheet carefully, and be sure to follow the three guidelines below. Remember, whether you are interviewing someone or being interviewed yourself, courtesy is very important to the success of the interview. You may ask any of the sample questions or think of others you would like to ask. Be sure to jot down notes during the interview to be used in a short group discussion during your next class session.

Guidelines:

1. If you are planning to interview a friend, phone for an appointment or conduct a telephone interview. If the person you want to talk to is your parent, ask if he/she has a few moments to sit down and talk.
2. Explain your homework assignment and what you want to find out. Tell the person you are interviewing that you will not need to use his/her name.
3. At the end of the interview, courteously thank the person you interviewed for his/her help.

Sample Questions:

1. What was your first job?

2. How did you hear about it?
   a. newspaper ad
   b. employment office
   c. friend or relative
   d. radio
   e. guidance counselor or other school contact

3. How did you apply for the job?
   a. telephone call
   b. interview
   c. resumé and cover letter
   d. job application form

4. Where did you work?

5. Did you work outdoors or indoors?

6. What were some of your duties?

7. How long did you work there?

8. What employee benefits did you receive?

9. Did you enjoy the work?

10. Why did you leave that job?

WAYS TO APPROACH THE JOB MARKET

Objectives

1. Students will be able to state how people they know got their first jobs and draw comparisons between the different methods.

2. Students will be able to list ten jobs available in their area.

3. Students will be able to rank five of these jobs according to personal preference.

4. Students will be able to identify skills they have that might help them get those jobs.

Materials

Guidelines for the Group Recorder (one per small group)
Update # 1
Student Activity Sheet # 2

Lesson Plan

1. Divide the class into small groups to discuss what students found out in their interviews (the previous lesson's homework). This process necessitates a group recorder, which the group can elect or you can assign. Give each recorder a copy of the sheet titled "Guidelines for the Group Recorder."

2. The group recorder is supposed to lead the discussion, which should last only 15 to 20 minutes. However, you may need to help get things started and to check periodically to see that they haven't gotten bogged down or off the track.

3. Hand out and have students read Update # 1.

4. Students should work individually on SAS # 2. To fill out this sheet, they must do three things:

   a. List ten jobs available in the area.
   b. Choose and rank five of those jobs they would like to have.
   c. List skills they possess that would help them get those jobs.

5. Once SAS # 2 is completed, students can compare their preferences with those of other students in the class.

GUIDELINES FOR THE GROUP RECORDER

The group will discuss yesterday's homework assignment, "Interviewing Parents and Friends." As a group recorder, it is your job to get the discussion started. You might begin by asking each person how many people she/he interviewed, and whether they were parents or friends. Do not ask for names of the people who were interviewed.

Tell your group that you are going to compare notes about your interviews, and briefly read or state some of the things you found out during your interview. Then ask someone else to do the same. When each person has spoken, start the discussion using one of the questions below.

1. Do you think we found out similar information?

2. From what we have heard, does it seem to be hard to get a first job? Why or why not?

3. What types of jobs seem to be the easiest to get for a person right out of high school?

As the discussion continues, try to see that every member of the group gets a chance to express an opinion or answer questions. Your group discussion should only last about 15 or 20 minutes so you can all go on to the next activity. If necessary, stop the discussion by saying that the time is up, but do not interrupt anyone in the middle of a sentence.

UPDATE

I decided to go out and apply for jobs. Bill thought I was being silly, but he did have to admit that some extra income would come in handy. The only trouble was that I couldn't seem to get a job. Anything that paid good money was reserved for people with special skills. Well, I made up my mind to do something about that too! I enrolled in a practical nursing course.

It didn't work out too well. I had always gotten good grades in school, but this course was much harder than anything I had taken in high school. And it was hard to find the time to study. A husband and a young child take up a lot of time. Still, I might have made it through the course, but I got pregnant again and felt just awful most of the time. I had to drop out on my doctor's orders and rest. It was a difficult pregnancy.

I now have Chris, four and a half years old, and Tim, five months. There's a lot to do at home, but Bill's job isn't very steady, and besides, he's studying at night to be an industrial arts teacher. If he can get a job in the fall, we'll be all right. But we need some extra money just to keep things together until then.

I've been trying to think what I could do. I liked nursing even though it was hard. It meant helping people, and it was work I could mostly do with my hands. And maybe this shouldn't be a consideration, but it made me feel good to have people look up to me. The patients made me feel important. That was a new feeling for me and I liked it. I might apply at the hospital to be a nurse's aide.

JOB PREFERENCE

In the space below headed "job," list as many jobs as you can think of in your area. Try to list at least ten. Choose five of the jobs you've listed and decide which one you would like most to do. Number that job 1 in the space headed "number." Decide which job you would like least. Number that job 5. Then number the other three jobs 2, 3, or 4 in order of your preference.

After you have numbered the five jobs you chose, write in the space headed "skills" any special skills you have that you think might help you get that job.

EXAMPLE:

JOB	NUMBER	SKILLS
U.P.S. truck driver	3	good driving ability, ability to get along with people

JOB	NUMBER	SKILLS

FAMILY/WORK CONFLICTS

Objectives

1. Students will be able to identify reasons why a woman with children might decide to go to work.

2. Students will be able to identify some of the conflicts that can arise in a family when the mother goes to work.

3. Students will be able to analyze a family/work conflict situation, identifying ways to handle such conflicts.

Materials

Update # 2
Magic Marker
Newsprint

Lesson Plan

1. Ask students to read Update # 2.

2. Review with the class Terri's situation to date. List on newsprint her reasons for wanting to work (family need of money, boredom at home, pleasure from work, sense of herself as a better mother when working). Ask your class if these reasons seem persuasive. Does a mother have a legitimate right to want to work even though she does not have to? Is it possible that Terri is a better mother when she works than when she doesn't? Are her own feelings about herself important enough to make working worthwhile, even though she has young children? If you have strong feelings on the subject, you should probably express them (they'll show anyway), but you should make it clear to the class that these are issues about which there is substantial, legitimate controversy.

3. Ask the class to identify problems that stem from Terri's desire to work and list them on the newsprint. They will probably note some of the following: Bill's feelings are hurt by Terri's independence; Timmy is unhappy when Terri leaves him; the house has gotten messy since she started work; Terri and Bill fight more. Many other problems may be noted by the class; do not reject any unless they clearly do not relate to Terri.

4. Divide the class into small groups. Ask each group to look at the problems cited by the class and to generate a range of possible responses to those problems. If, for example, the class identified Timmy's unhappiness as a problem, they might offer the following solutions: Terri could stop working; they could find a sitter who could come to their home; Terri could work when Bill is home with Timmy; Terri could work at night when Timmy is asleep. After the group has identified a range of solutions for each problem, they should choose one solution for each problem that they think is most fair to all concerned.

5. Reconvene the class as a whole and discuss the solutions they have devised. Do any of the solutions require Terri or Bill to give in completely? Is that fair? Do any of the solutions involve the kids' participation? Is there a solution to any of the problems that will make both Terri and Bill completely happy? Why, or more probably, why not? At the end of this discussion, you might ask the class as a whole to choose the best solution for each problem they defined, and ask them to predict whether Terri and Bill seem likely to adopt any positive solutions.

6. If appropriate, extend the discussion to the lives of students in the class. Do any of the girls plan to work? How do the male students feel about working wives? Working mothers? What family/work conflicts have occurred in families they know of when the wife has gone to work? Could any of those conflicts occur in the families they expect to form? How will they resolve them? It should be made clear that many women feel like Terri, and also that there is no cost-free solution to all the conflicts that arise in families in which both parents work.

UPDATE

My job as nurse's aide was good -- while it lasted. It was really hard work, but I liked being with other people, working with them and helping them, after being home with the kids for so long. Kids are wonderful, but they aren't grateful, as hospital patients are. It was also fun earning money of my own, instead of sitting home worrying about whether Bill was going to get fired. I had a nice sitter for the boys -- a neighbor who looked after four or five kids in addition to her own two. Timmy cried a lot at first and wanted to hang onto me all the time when I was home, but after a while he got used to it and only cried when I dropped him off. It was hard for me to leave the boys, but I think it was good for me. When I was home all the time I yelled at them a lot, and they wound up spending most of their time watching television, anyway. When I was working, I'd come home and play with them. They didn't get on my nerves so much when I was away for part of the day.

I liked my job so much that even my third pregnancy didn't slow me down. I worked until the eighth month and then left to have Jeannie. And when she was 6 months old, I was ready to get started again. The hospital was really nice. They said they'd saved my job for me because I had been so good at my work and so interested in the patients. They were even ready to let me work the 7 to 3 shift so I could be home when Chris came home from school. All Bill would have to do was to get the kids dressed and fed in the morning and drop them at the sitter. I just about flew home, I was so happy at the thought of going back to work again.

But I hadn't thought about what Bill would say. He hit the roof. He thought it was fine for me to work when we had to have the money. But now he wanted me to stay home and look after the kids and shut up. He complained that the house was really a mess when I was working, and that he didn't like having to step over piles of laundry every time he walked into the house. I told him that if he didn't like stepping over the laundry, he could try picking it up. I'm tired after a long day. He said that was just the attitude he meant. I said...well, I won't go on about that fight, but it really was something else.

I would have packed up and gone home to mother if I had a mother to go home to. But I didn't, and so finally I gave in. I knew I couldn't support the kids on nurse's aide pay, and I was never going to let them go to foster homes. Not me.

So now I'm back to being Bill's little woman again. He treats me like Chris -- bossing me around, making me beg him for every penny I spend. I haven't talked about going back to work, but I sure am depressed and irritable. I'm always hollering at the kids and I hardly talk to Bill. There just doesn't seem to be much to talk about.

SUPPORTING A FAMILY

Objectives

1. Students will read a transcript on vocational training opportunities in their state.*

2. Students will be able to fill out an activity sheet on the type of training they might be interested in pursuing.

3. Students will be able to describe what they would have to do to get that training.

Materials

Update # 3
Transcripts: "Vocational Training Opportunities"
Vocational Training Worksheet

Lesson Plan

1. Ask students to read Update # 3. Briefly discuss with the class ways in which Terri could find a job which would train her as well as pay her.

2. When the class has run out of ideas of their own, have students read the transcript on Vocational Training Opportunities.

3. After the transcript is completed, students should work on the Vocational Training Worksheet. You may wish to be available if students have questions, but encourage them to use their transcripts as a resource. You may request resources from the guidance office as well, so you should prepare the appropriate personnel for student requests. If the guidance people are ready for them, encourage students to make use of those resources.

Notes to the Teacher

*1. If your students have already worked on Evelyn, they will have already read the transcript on Vocational Training Opportunities and will have completed the worksheet. In that event, they should work on the activities listed as Alternate Lesson # 4.

2. The vocational transcripts and worksheets can be used either in Terri, Lesson # 4 or Evelyn, Lesson # 4, depending on which case is worked on first. Student copies of both the transcript and the worksheet are provided and are integrated with the rest of the student copies for Evelyn. Should you need these materials for use in the case, Terri, simply pull the copies from the materials provided for the case, Evelyn.

UPDATE

Hard as it was for me to face, my marriage to Bill was really over before Jeannie could walk. I hung on as long as I could, but I was so miserable and Bill was so angry at me that it just couldn't be made to work. Chris failed third grade, after two good years in school, and the principal asked me if there was trouble at home. Timmy started to wet the bed all of a sudden. I began to realize that my fights with Bill were having a terrible effect on the kids. Then one night, during a terrible fight, Bill hit me and gave me a black eye, right in front of the children. The next day, I went to the minister of the church I went to when I was in high school and asked him what to do. He sent me to a counselor. Bill wouldn't go to the counselor, but I went. Counseling helped me understand better what was happening to me and the kids, and I finally got enough courage to leave.

Now I am living alone with the kids in a little trailer outside of town. It's not much of a home--the three kids have to share one bedroom, and I sleep on the living room couch--but there is room enough in back for a small garden, and there are woods for the kids to play in. I'm on welfare, which I hate, but I've got to have the money for the time being. After the divorce, Bill headed out West, and nobody seems to know where he is, so they can't make him pay child support. We're getting along OK on welfare, but it's no picnic.

Next year, when Jeannie starts first grade, I really want to find a job so I can support my family. I can't go back to the hospital--they only have work on the night shift now, and I can't be away from my kids the whole time they are out of school. I wish I knew how to find the kind of job I need--a job that would teach me some skills and still pay enough to keep us together.

WE'RE GETTING ALONG OK, BUT IT'S NO PICNIC

Objectives

1. Students will be able to refine their awareness of the limitations of living on a welfare budget.

2. Students will learn how to budget by using budget worksheets.

Materials

Student Activity Sheet # 3
Student Activity Sheet # 4
Student Activity Sheet # 5

Lesson Plan

1. One of the statements in Update # 3 is "We're getting along OK on welfare, but it's no picnic." Ask the class how well they think people on welfare get along--what kinds of things they have, what kinds of things they have to do without. If it seems appropriate, you can record the responses.

2. Hand out SASs # 3, # 4, and # 5.* Using these sheets, students should work individually on Terri's budget. Remind the class that Terri must live within the budget, and that she has no source of income other than welfare. Ask them to allocate money realistically to the different budget areas. If students have not done budgeting before, you may have to provide them with information on local rents, food costs, heating costs, etc. Circulate around the class to make sure that their allocations are realistic.

3. After students have made out Terri's budget (SAS # 4), reconvene the class. Ask them how well they think Terri will manage on the amount of money she will get. Will she have any spare cash to spend on personal items, odds and ends, and treats for the children? Can she afford to smoke? Can she go to the movies a couple of times a month (remember to figure sitter costs into that)? Can she ever take a trip? Buy an extra pair of school shoes for the children if they outgrow their shoes before the end of the year? Buy a new dress for Jeannie or Cub Scout uniforms for the boys? If you were Terri, how would you feel about this budget?

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*The welfare payment figures for your area may be different from those given in SAS # 5 (Budget Worksheet Guide). Check ahead of time with a welfare case worker at your district office to verify or correct the figures.

THE FEDERAL FOOD STAMP PROGRAM

The Federal Food Stamp Program is designed to increase the food purchasing power of low-income households. Nutrition standards and food stamp regulations are set by the U.S. Department of Agriculture (USDA), but locally, the Food Stamp Program is administered by the State Welfare Department.

You are entitled to purchase food stamps if your income and resources are not enough to provide you or your household with an adequate amount of nutritional food. If that is the case, the head of the household may call the nearest district welfare office to make an appointment to apply for food stamps. You must be interviewed by a social worker or case technician, who will help you complete an application for food stamps.

You must provide the case technician with supporting documents to verify your application. These documents include the following:

1. pay stubs
2. rent receipts
3. paid bills for electricity, telephones, fuel, propane gas, property taxes, water rent

You must also report and verify any resources you may have, such as:

1. cash on hand
2. checking and savings accounts
3. stocks and bonds
4. recreation vehicles such as campers or snowmobiles
5. second cars and second homes
6. any salable holdings

Income from any source belonging to any household member must also be reported.

Food stamp allotments are based on the size of an individual household. What you must pay for your food stamps is determined by your income after adjustment has been made for your other living expenses. Allotment and purchase requirement figures are adjusted by the USDA every six months to reflect national cost of living variations. After you have made your application for food stamps, the food stamp office must act upon your application within thirty days. You will be notified by mail of their decision regarding your application.

Once you are accepted, or "certified," to receive food stamps, you will get an identification card and a form called "Authorization to Purchase" (ATP), which shows how much you must pay and how many food stamps you will get. You then can take your ATP, money, and ID card to a stamp-issuing agent in your area to buy food stamps. Certification remains in effect for one month to one year, depending on your household circumstances. Any and all changes of income, expenses, and living arrangements must be reported to the district office, because any of these changes may affect the amount of food stamps you may receive. You will be notified when you must return to the district office for recertification. If you fail to return, you will be dropped from the program and prevented from obtaining more food stamps.

Food stamps can be used in grocery stores, food cooperatives, bakery outlets, and produce and meat markets that have been authorized to take them. Look for the "We Accept Food Coupons" signs posted in the store, or ask a clerk. Food stamps are only for food or for plants and seeds to grow food. You cannot buy pet food, soap or paper products, alcoholic beverages, or cigarettes with your food stamps. Keep your ID card with you when you shop, and be prepared to show it if a store clerk requests identification.

As a certified food stamp recipient, you have certain rights and responsibilities. Your responsibilities are outlined in the following list:

1. You must qualify, which means meeting income standards, registering for work, and usually, having a place to prepare meals.

2. You must report changes in income over $25, deductions of over $25, (includes deductions from income such as local, State, and Federal taxes, Social Security taxes, retirement payments, union dues, and changes in the size of your household to the district office within ten days of the change. (You may request a list of these changes and deductions from your case technician.)

3. If you are moving, the food stamp office must be notified. If your household size has remained the same, certification can be continued in your new area for 60 days. A certification worker fills out a transfer form to be sent to the food stamp office in your new area. You must report to the new office to obtain an ID and the amount of stamps authorized by the transfer form. You must request certification in your new area.

4. You must <u>not</u> sell your ATP cards or food stamps or in any other way misuse them. If the cards are worth $100 or more, you can be charged with committing a felony, with a fine up to $10,000 or five years in jail or both. If the cards are worth less than $100, you can be charged with a misdemeanor, which carries a penalty up to $5,000 or one year in jail or both.

5. All able-bodied adults must register for work.

   a. You must report for an interview at the Employment Service office, if you are not already employed.
   b. You must answer requests for information by the Employment Service.
   c. You must report to employers you are referred to by the Employment Service.
   d. You must accept an offer of suitable employment.
   e. You must continue suitable employment once it has been accepted by you.

Your food stamp rights are outlined below:

1. You have a right to have more than one household living together if you share food purchasing and cooking facilities, and pool all income to pay expenses for all members of the household.

2. You have a right to receive income deductions. This means that certain kinds of income will not be considered when you apply for food stamps.

3. You have a right not to register for work if:

   a. You are a mother or other household member who must care for children under 18 or for an incapacitated adult.

   b. You are a student enrolled in a school or job training program at least half-time.

   c. You are already working thirty hours or more per week.

   d. You are an alcoholic or drug addict participating in a treatment or rehabilitation program.

4. You have a right to refuse unacceptable jobs. If a job is dangerous to your health or safety, or does not pay minimum wage (if applicable), or if you are not physically or mentally capable of doing the work, or if the job is too far away, you may refuse to accept the job.

5. You have a right to receive food stamps without residential and citizenship requirements. You do not have to live in any location for any specific length of time before becoming eligible for food stamps.

6. You have a right to have your welfare assistance unaffected by food stamps. Food stamps cannot be counted as income when the welfare people determine how much assistance you will receive.

7. You have a right to written notification in advance of action against you. The food stamp office must notify you, in writing, ten days in advance of any action they are planning to take against you. They must also inform you of your right to a fair hearing.

8. You have a right to a fair hearing. You always have the right to a fair hearing whenever you disagree with any food stamp office action against you. This is an opportunity to present your side of the case to a neutral hearing official. You may be represented by a lawyer or any other person you choose. A fair hearing may be requested in writing or orally by the head of the household. The food stamp office arranges the hearing, but the time, date, and place must be convenient for you.

9. You have a right to a quick, fair hearing decision. A decision regarding your hearing must be reached within sixty days, and you must be notified in writing of the decision.

10. You have a right to fair treatment by storekeepers. If a storekeeper is discriminating against you because you use food stamps, or if a storekeeper is raising prices for stamp customers, then he can possibly lose his authorization to serve food stamp customers.

The Federal Government requires most states to have a "quality control" system to assure that assistance is being properly furnished to welfare and food stamp recipients. "Quality control" is a system for checking and measuring the accuracy and efficiency of records in certain welfare and food stamp programs. Under this system, reviewers continuously "sample" randomly selected cases, checking information and interviewing clients to locate and catalog errors and prevent the recurrence of errors by correcting the reasons for them.

The field investigations of randomly selected recipients include a personal interview with the selected recipient. In some States, quality control reviewers include a visit to the recipient's home in their investigation. If you, as a food stamp recipient, are chosen for a quality control review, remember that you have certain rights, as follows:

1. No one from quality control can enter your house without your permission.

2. You must be given adequate notice of the visit.

3. You cannot be visited outside working hours.

4. Once inside your home, a reviewer cannot search among your belongings to look for evidence of fraud.

5. You may ask the purpose of the visit and limit the information you give to that purpose.

6. If a reviewer tells you that he/she is looking for evidence of fraud, you may demand the he/she present a search warrant to enter your home.

7. In some States, a home visit is not required by regulations. Therefore, as long as you provide the reviewer with essential information, verified by documents such as pay stubs, you may be able to avoid a home visit.

Remember, food stamps are not welfare, even though they may be administered by the State Welfare Department. Anyone who meets the eligibility standards is entitled to buy food stamps to help ensure good nutrition for themselves and their family.

If you have any questions about the Food Stamp Program that are still unanswered, information can be obtained by calling or visiting the nearest district welfare office. Someone there will be glad to answer your questions. Often you can get free literature and pamphlets about the Food Stamp Program from the same source.

BUDGET WORKSHEET

WORKING BUDGET FOR 1 MONTH

Budget Category	Carry Over	Proposed $389	Spent	Carry Over To Next Month
Rent		$125.00		
Fuel				
Propane Gas				
Electricity				
Telephone				
Food Stamps		$53.00		
Nonfood Items				
Dental				
Rubbish & Snow Removal				
Savings				
Clothing				
Other:				
TOTAL				

BUDGET WORKSHEET GUIDE

The basic Aid to Dependent Children (ADC) grant for a family of four like Terri's is $399.00 per month.* There is also a shelter allowance, i.e., for rent and utility costs, which in Terri's case is $116.00 per month. Terri's welfare caseworker added the two figures:

$$\begin{array}{rr} & \$399.00 \\ + & 116.00 \\ \hline & \$515.00 \end{array}$$

The $515.00 is called the budget, and is the approximate amount of money Terri needs every month to support herself and her children. But the State legislature only appropriated enough State funds to allow the Department of Welfare to give its clients 75.6% of the money they need.

$$\begin{array}{rr} & \$515.00 \\ \times & .756 \\ \hline & \$389.00 \end{array}$$

Terri will receive $389.00 in two monthly payments: 60% of the total monthly allowance, or $233.00, on the 1st of the month, and 40%, or $156.00, on the 16th of the month.

Suppose Terri pays $125.00 a month for rent on her one-bedroom trailer. The Welfare Department figures that she will have to pay, in addition, about $169.00 for fuel oil, bottled gas, and electricity. They also figure her telephone will cost $7.00 per month if she makes no long-distance calls. These figures are called the allowance within the budget, and when totaled, are Terri's shelter costs for the month.

$$\begin{array}{rr} & \$125.00 \\ & 169.00 \\ + & 7.00 \\ \hline & \$301.00 \end{array}$$

Terri's shelter costs of $301.00 are greatly above her ADC shelter allowance of $116.00 per month. Since her shelter costs are so high, Terri's caseworker considered her a "shelter hardship" case, and deducted the difference between her costs and her allowance, or $185.00, from her gross income:

$$\begin{array}{rr} & \$389.00 \\ - & 185.00 \\ \hline & \$204.00 \end{array}$$

*The amount of ADC assistance and/or food stamp allotment a person receives is based on family size and individual circumstances. Periodically, both the ADC and the food stamp eligibility standards are reviewed and revised. All the figures provided are subject to change.

Terri's net income for food stamp eligibility is now considered to be $204.00. According to U.S. Department of Agriculture figures, a family of four with a net income of $204.00 must pay $53.00 per month for food stamps valued at $176.00.

After Terri pays her rent and buys her food stamps, she can use the rest of her monthly grant to pay other bills and buy things she and the children need. Add together $125.00 and $53.00 and you will see that Terri has already spent $178.00. That leaves her $211.00 to spend over the rest of the month.

Now, Terri needs to figure out how to spend her $211.00 so that it will last until her next check comes. To do this, she should use a budget worksheet. SAS # 5 is an example of a useful kind of budget worksheet. By using one of these worksheets every month, Terri can see at a glance how much money she has and how much she can spend on bills and essential items.

The left-hand column shows the kinds of things Terri plans to spend money on. Included are such items as rent, food stamps, telephone, and clothing. The "carry over" column will show how much money Terri managed to save from the previous month. The "proposed" column shows that Terri will have $389.00 to spend, and that she knows she must spend $125.00 on rent and $53.00 on food stamps. She must then decide how to use the $211.00 she has left, and those figures will also go in the "proposed" column. The "spent" column of the worksheet is for Terri to use to record the exact amount of money she spent on each category. If she has any money left over at the end of the month, Terri should take a new worksheet and record how much is left over in each category in the "carry over" column.

Take SAS # 4 ("Budget Worksheet") and fill in the blanks in the "proposed" column with the amount of money you think Terri will need for each item in the "budget categories" column.* Then add any budget categories you think are important but which do not show up on the sheet. Put an appropriate sum of money for that category under the "proposed" column on the worksheet.

Add up Terri's total proposed expenses. Do they add up to more than $211.00? Where will you cut her expenses? Remember that Terri has no other money. She must live within that budget. When you have balanced Terri's budget, ask your teacher to check your figures.

*If you don't know what these items cost, ask your teacher for figures for your area, or find out for yourself.

FAMILY GOALS

Objectives

1. Students will be able to formulate a plan for family life in which both husband and wife have careers.

2. Students will be able to recognize that it is possible to achieve several goals simultaneously, but it is not necessarily possible to achieve every goal.

Materials

Update # 4
Student Activity Sheet # 6
Paper for notes on Ten-Year Plan

Lesson Plan

1. Ask students to read Update # 4

2. Pass out the "Family Goals" sheet (SAS # 6). Ask students to read the sheet and then to divide themselves into groups of five, representing the "family conference" of Terri, Jim, and the children. If the class is not divisible by five, you can have the children represented by one or two students.

3. Give the groups about 30 minutes to make a "Ten-Year Plan" for this family. Ask them to try to fit as many goals as possible into the plan, allowing enough time for each goal to be achieved. If two goals can be accomplished at the same time, one should be written in below or above the other. If they are linked in some way (e.g., Jim could take Timmy hunting and fishing and teach him to do both better than Chris, thus accomplishing more than one goal at once), the student recorder should draw lines that connect the appropriate goals. You should circulate among the groups, making sure that students do not state incompatible goals (e.g., it is unlikely that Terri can go to nursing school at the same time that Jim is starting his new business), and that they do allow enough time to accomplish each of their stated goals.

4. At the end of the class, compare plans developed by different groups. Ask the class to define the goals that seem compatible, those that do not seem realistic (e.g., Chris' desire to see his father, when no one knows where his father is), and those that seem less important than others. Ask the class if they think that Terri and Jim have a better chance to make a good marriage than Terri and Bill did, and why. Ask what kinds of compromises each will have to make to work things out. Ask if they see advantages to the two-career marriage (e.g., two incomes, each partner able to support the other while the one pursues a cherished goal). Finally, ask them if the two-career family model appeals to them for their own later lives--and why.

UPDATE

My job search finally ended in the Nebraska CETA office. CETA (the Comprehensive Employment and Training Act) is a federally funded organization that helps people find training jobs and pays them while they learn. They started me in a job as a receptionist in a community services agency. The people I worked with taught me how to use a telephone with more than one line, and how to schedule appointments and do simple bookkeeping. I also learned how to use the office machines such as a Xerox machine, a calculator, and a dictaphone. The training organization paid for a typing course for me too, and I learned to type 50 words per minute. My typing teacher was careful to show me the correct form for letters and memos and other kinds of business mail.

After my training period ended, they promoted me to a full-time secretarial position. I guess my bosses are happy with my work because I've already had two raises.

I like my work, and I really like the sense I have now that I can manage on my own. But, until 3 months ago, I was pretty lonely. You don't have much fun when you have three kids and no money for sitters or anything. But then, last Christmas, I met Jim. He came to fix the furnace in the trailer on Christmas Eve when we lost all our heat and it was 15 below. He was so nice and funny that he turned a really awful experience into something we could laugh about. Somehow, he wound up staying for supper, and we've been going out ever since. About a month ago, Jeannie proposed to him -- with the other two cheering her on. And last week, he made it serious -- he asked me if I would marry him this summer.

I don't have any doubts about Jim. I really care about him. But we have both been married before, and neither of us wants to make the same mistakes twice. Before I marry Jim, we have to talk about our future lives and figure out how we can get the things we want. Jim's ambitious. He wants to start a business selling and installing wood stoves and wood-burning fireplaces. But I want a career, too. I've been planning to go back to school -- to study to be a registered nurse. I think I can do the schoolwork now that I've got my life together. And the kids have needs too which we have to consider. We'll have to have a family conference and figure out if we can manage to make everyone reasonably happy.

FAMILY GOALS--TERRI & JIM & CHRIS & TIMMY & JEANNE

Terri--Age 29

1. I want to keep on working.
2. I want someone to help me with the household responsibilities--and I mean dishes and beds and laundry, not just mowing the lawn and taking out the trash.
3. I want to go to school and train to be a registered nurse.
4. I want my kids to have a real family and a real home.

Jim--Age 28

1. I want to start my own business.
2. I want to have one or two children with Terri.
3. I want to have some time to go hunting and fishing.
4. I want to have a nice, well-cared-for home.

Chris--Age 12½

1. I want a car of my own as soon as I turn sixteen.
2. I want to go to college.
3. I want to go out West to see my dad.
4. I want a room of my own.

Timmy--Age 8

1. I want my mom or Jim to spend more time with me.
2. I want Mom to help me with my homework so I can do better in school.
3. I want to be better at something than Chris is.
4. I want to be a Cub Scout.

Jeannie--Age 6

1. I want to live in a house.
2. I want to be with my mommy all the time.
3. I want a pony.
4. I want a baby sister.

SUMMING UP UNIT IV: WHAT HAS THIS TO DO WITH ME?

Objectives

1. Students will be able to relate the kinds of problems in the Unit IV cases to possible problems in their own lives.

2. Students will be able to state the function of simulation.

3. Students will be able to state how the skills and experiences of Unit IV are relevant to personal needs.

Materials

None

Lesson Plan

1. Briefly review with the class the major topics you have covered in Unit IV.

2. As a class, discuss various aspects of this unit using the following questions:

   a. What is the point of simulation? You might draw analogies between working with these cases and using simulators in driver's education classes: both allow the students to deal with problem situations without having to suffer the consequences of mistakes as they would in real life.
   b. Which of the skills or experiences that you practiced in these cases will be useful to you whether or not you wind up facing any of the problems handled by Pat or _____?
   c. Do you feel that these cases are realistic? Do you know anyone who has struggled with the same kinds of crises as the women and men in Unit IV?
   d. If you had to face one of the major problems faced by the women in this unit, would you handle it differently? How?
   e. How likely do you think it is that people in this class will have to deal with at least <u>one</u> of the problems presented in these cases? With more than one?

3. Review the intended function of simulation and ask the class whether they think Unit IV worked effectively as simulation for them.

4. End the discussion by summarizing the points students have made, emphasizing the things they feel they have learned from the simulation.

Notes to the Teacher

1. This lesson is optional. If you feel that the class has made the appropriate connections between themselves and the women and men in the cases they have studied, you may want to skip this lesson and go directly to lesson # 2: "Looking Backward: What Have We Learned?" If, however, you think that your students still fail to identify with the people in the cases, you may want to use this lesson.

LOOKING BACKWARD: WHAT HAVE WE LEARNED?

Objectives

1. Students will be able to identify unrealistic elements in an account of a rural woman's life.

2. Students will be able to state what they have learned from the curriculum.

3. Students will be able to generate a realistic fictional account of a rural woman's life.

Materials

Student Activity Sheet # 1
Student Activity Sheet # 2
Student Activity Sheet # 3

Lesson Plan

1. Begin the class by telling students that this is the end of the curriculum, the time when it is important to look back at what they have done and to look forward to how they can apply that learning to real life. Ask them what they have learned that seems both important and applicable to their lives, and write their responses on the board.

2. Pass out Melissa's life case and ask them to read it (or read it to them). Ask them to answer the questions on "Melissa's Life Worksheet." Once they have done this, individually or in small groups, reconvene the class. Ask for a vote on the response to the first question: "Does Melissa's life seem realistic to you?" Tally the votes on the blackboard. If the majority said that Melissa's life does not sound realistic, congratulate them for having learned the central point in the curriculum. If the majority feels the case is realistic, elicit from the minority the reasons why they feel it is not. Whenever possible, bring up elements from earlier parts of the curriculum: the function of this class is to make them see how those earlier lessons tie together.

3. Finish discussing the worksheet questions as a class.

4. For the remainder of the class period, or for homework, give the students SAS # 3: "Write-A-Life" to complete. Tell them that this is the final assignment of the curriculum and that they should use what they have learned about women and life planning to write their stories.

MELISSA

Once upon a time in the State of Colorado there lived a woman named Melissa. Melissa married a man several years older than herself a year after she graduated from high school. During that year she had worked as a typist at Community Hospital in Sterling. Melissa met her husband, a salesman for a surgical supply company, at the hospital, married him six months later, and moved to Evergreen to be near his job.

Henry, Melissa's new husband, didn't want her to work. He felt that it was his place to earn a living and that Melissa's role was to create and maintain their home. So, in the months before their first child was born, Melissa spent many happy hours decorating and furnishing their home.

After the baby came, she was even busier and happier. There was so much to do for the baby that she never felt bored, even when Henry was away on selling trips to other Western states.

In the next four years, Melissa gave birth to two more children. Henry was doing very well at his job, receiving yearly raises as well as two promotions. He bought a house for Melissa and the children, and, as in the first year of their marriage, Melissa happily painted, papered, and arranged furniture. She kept the new home spotless and became an excellent cook. She took on most of the responsibility for raising the children. When the oldest child, Kenny, started first grade, Melissa joined a car-pool and began attending PTA meetings.

Henry was very proud of Melissa. He bragged to his friends about what a great little homemaker she was, and that he had the prettiest little woman in the State for a wife. Melissa did take pains to always look nice for Henry when he was at home. She was glad that he was happy with her and that he enjoyed his home.

As all three children entered school, Melissa found herself with less to do. Now she had time to pursue interests that had been largely ignored when the children were very small. Melissa took up fine needlework again and began to gain quite a reputation for herself as a seamstress. When her daughter, Jackie, began to show an interest in learning to sew, Melissa was delighted to teach her.

Henry saw to it that Melissa's life didn't revolve solely around their home. At least once a week, they went out together to dinner or a movie. Sometimes they attended company social functions together, and once or twice, Melissa went with Henry to surgical suppliers' conventions. But the meetings bored her, and she worried about the children left at home with a babysitter. So she didn't go again. Henry was proud that she was such a good mother.

Sometimes, Melissa worried that she might become a boring wife, if all she could talk about with Henry was children and home problems. Of course, she kept up with the news and read all the latest books, and she was always interested in his career. But she felt it wasn't enough. So she became involved in church work, teaching a Sunday school class and singing in the choir. Henry took religion seriously, so he was pleased that Melissa was interested in the church.

Since the children were in school all day and Melissa didn't have to do so much for them anymore, she began to have more free time. She did something she had wanted to do for years -- she began to develop closer friendships with some of the women in the neighborhood. After all, they shared common interests -- homes, families, husbands. Melissa became especially friendly with two women her own age, Pearl and Carlene, and the three often went shopping or had coffee together.

Melissa was at a stage in her life when she felt content with what she had accomplished, and was still accomplishing, in her life. She had a happy marriage to a man with a successful career. She had a lovely home, three bright, well-behaved youngsters, and plenty of outside interests to keep her from getting bored. She could look forward to many more years of happiness with her husband and to her sons growing up to have successful careers of their own. Someday in the not-too-distant future, Jackie would marry and she, Melissa, would have grandchildren to love and spoil.

It looked as if Melissa's youthful dreams had come true. She really <u>was</u> living happily ever after.

MELISSA'S LIFE WORKSHEET

1. Does Melissa's life seem realistic to you?

   Why or why not?

2. Name three events that could have seriously changed Melissa's life.

3. Would Melissa have been prepared to deal with those events?

   Why or why not?

4. Is Melissa happy because she was lucky or because she managed her life well?

   Why do you say so?

5. Name one way in which you would like your life to be the same as Melissa's.

6. Name one way in which you would like your life to be different from hers.

   Why?

WRITE-A-LIFE

On this page, write a story about a woman's life from age 18 to age 40. Make your story as realistic as possible. It should not be a fantasy of what a dream life would be like, but rather a story about women's lives as you have learned about them, both in this curriculum and through your own experience.

Once upon a time, in the State of Nebraska, there lived a woman...

And she lived _____ ever after.

THE END

APPENDIX: AIDS FOR THE TEACHER

Many of the teachers involved in the OPTIONS project felt that some resource information concerned with how to better manage the wide variety of activities used in the classroom would be helpful. The following appendix has a number of such activities and aids for your use. It is by no means complete, and as you find things that work for you, feel free to append them too. The materials fall into the following categories:

Role Playing: Ideas for more effective role playing.

Page 2: Role Playing

Small Groups: Management ideas and activities relating to small group work.

Page 4: Working in Small Groups

Page 5: Broken Squares: An Experiment in Cooperation

Discussion Techniques: What is a discussion? Four different ways to elicit classroom discussion.

Page 8: Brainstorming: Essential Elements

Page 9: The Buzz Session

Page 10: Classroom Discussions

Problem Solving: An activity approach.

Page 13: My 80th Birthday

Page 14: Shoe Store: Group Problem Solving

Page 17: Decision Charting

ROLE PLAYING

Role playing is a dramatization of a situation in which students assume the identity and role of a character in a specifically delineated circumstance. Role playing should be an unrehearsed "play" in which students act out realistically, yet spontaneously, their identified roles.

Problem solving is frequently the major goal of a role play situation. Through participation or observation of a role play situation, students can gain insight into the effectiveness of the roles people play in real life.

Essentially a laboratory experience, role playing can provide vivid demonstration of people's behavior, attitudes, values, and communication skills.

Some guidelines to consider when planning a classroom role play activity:

1. Students should be introduced to the concept, process, and purpose of role playing and encouraged to cooperate and participate in this new (and perhaps puzzling) learning activity.

2. Situations in a role playing activity should be clearly presented and as factual as possible. Background information, stage setting, and facts should be available to the players.

3. Encourage students to avoid "hamming it up" and to adhere as much as possible to the role they are to present in the case.

4. Provide ample time and space for the role play preparation and staging. Also, sufficient time should be allotted for debriefing after the performance.

5. If students have never participated in a role play, it may be necessary to generate interest and awareness by involving yourself in a sample presentation.

6. Where possible, encourage all students to get involved in the activity. If not players, students can be reactors to individual players, class feedback recorders, or directors.

7. Since some students strongly resist role playing, alternate approaches are sometimes needed, such as the following:

   Taping -- allowing students to tape their "role played" conversations, retaping until they are satisfied to share it with the class.

   Puppets -- have students use puppets to draw attention away from themselves, making them less self-conscious.

   Script Writing -- working in small groups, students can prepare a script for their role play presentation, allowing them to read their responses rather than having to "think on their feet."

8. Provide students, both players and observers, with an opportunity to discuss the role play activity. Encourage them to react to the situation and the roles played by the characters, NOT to the individual student performance. Clarify for students that the participants are trying to realistically represent a role assigned them and that they are not performing as they personally feel or might react themselves.

9. Frequently for follow-up, it is helpful to have another group of students reenact a role play after the class has analyzed and discussed the original presentation.

WORKING IN SMALL GROUPS

Small group discussions and projects require considerable preparation and guidance by the teacher. Well-planned and -managed small group activities can promote effective learning for students by adding variety to the class and encouraging greater leadership, responsibility, positive social interaction, self-direction, and role changes.

If small group activities fail, the reason is usually inadequate teacher preparation for group work, peer conflict, student immaturity, or lack of student motivation.

Here are some guidelines for using small groups successfully:*

1. Explain to the students the purpose and function of each group.

2. Be specific in instructing the students about the tasks to be accomplished. You can plan the tasks with the students.

3. If appropriate, have students form their own small groups. Let each group select a chairperson, recorder, and so on if possible. Sometimes it is necessary for the teacher to assign group membership to balance the academic, socioeconomic, or behavioral climate of the groups.

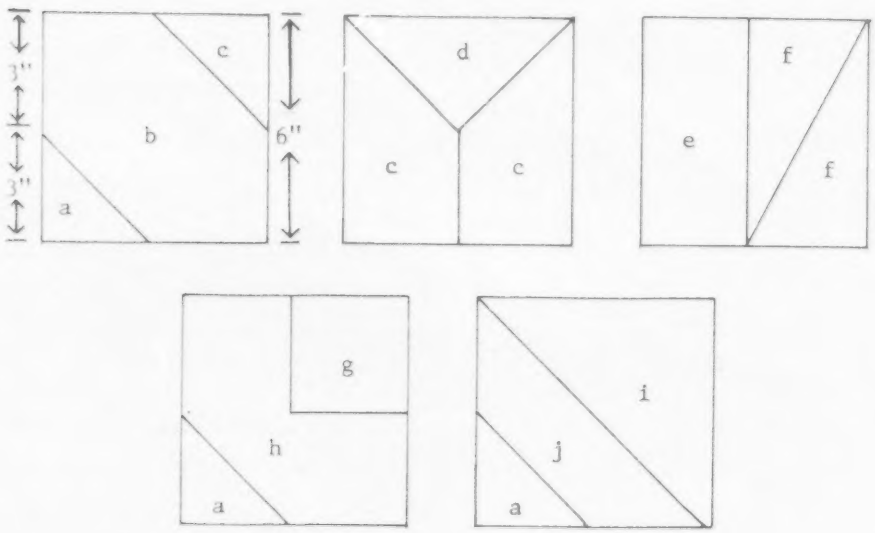
4. Remind students that group activity is a socialized team learning situation, the success of which depends on the cooperation and the orderliness of the group members.

5. Don't give up if the first trial run fails, especially when students are not used to the method. Talk about it with the students and try again.

*Adapted from: A Resource Guide for Secondary School Training, Eugene C. Kim and Richard C. Kellough. New York: Macmillan Co., 1974.

BROKEN SQUARES: AN EXPERIMENT IN COOPERATION*

Before class, prepare a set of squares and an instruction sheet for every five students. A set consists of five envelopes containing pieces of stiff paper cut into patterns that form five 6-by-6-inch squares, as shown in the diagram below. Several individual combinations will be possible but only one total combination. Cut squares into parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus: envelope A, pieces i, h, e; B, pieces a, a, a, c; C, pieces a, j; D, pieces d, f; and E, pieces g, b, f, c.



Erase the small letters from the pieces and write instead the envelope letters A through E, so that the pieces can easily be returned for reuse.

Divide the class into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet. Ask that the envelopes be opened on your signal.

Begin the exercise by asking what "cooperation" means. List on the board the behaviors required for cooperation. For example: Everyone has to understand the problem. Everyone needs to believe that he or she can help. The instructions have to be clear. Everyone needs to think of the other person as well as himself/herself.

Describe the experiment as a puzzle that requires cooperation. Read the instructions aloud, point out that each table has a copy, and then give the signal to open the envelopes.

*"Today's Education," NEA Journal, October 1969, p. 57.

BROKEN SQUARES: AN EXPERIMENT IN COOPERATION (cont.)

The instructions are as follows: Each person should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not completed until everyone has before him/her a perfect square and all the squares are of the same size.

These are the rules: No member may speak. No member may ask for a card or in any way signal that he/she wants one. Members may give cards to other members.

When all or most of the groups have finished, call time and discuss the experience. Ask questions such as: How did you feel when someone held a piece and did not see the solution? What was your reaction when someone finished a square and then sat back without seeing whether his/her solution prevented others from solving the problem? What were your feelings when you finished your square and then began to realize that you would have to break it up and give away a piece? How did you feel about a person who was slow in seeing the solution? If you were that person, how did you feel? Did you feel helped or hindered by others?

In summarizing the discussion, you may wish to review the behaviors listed at the beginning. You may also want to ask whether the game relates to the way the class works on a daily basis.

BROKEN SQUARES GROUP INSTRUCTION SHEET

Each of you has an envelope that contains pieces of cardboard for forming squares. When the teacher gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him/her a perfect square the same size as those of the other group members.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak.

2. No member may ask another member for a piece or in any way signal that another person is to give him/her a piece.

3. No one may reach into another person's area and point to or take a piece.

4. Members may voluntarily give pieces to other members.

BRAINSTORMING: ESSENTIAL ELEMENTS

The purpose behind brainstorming is to generate a maximum number of ideas in the shortest period of time.

There are three basic rules for structuring a "brainstorming" session.

1. The aim is quantity. The more ideas the better.

2. There must be complete freedom of expression, no matter how far out ideas may seem. Every idea is considered worthwhile and valuable.

3. As an idea is voiced, it may be developed or supplemented by another person with the goal of seeking different combinations and improvements.

It is suggested that the "brainstormed" ideas be listed and visible to everyone, i.e., on a chalkboard or an easel.

THE BUZZ SESSION

The "buzz session" is a way to encourage people to be more active in a discussion.

1. Structure of the group:

   a. Five to eight participants in each group.

   b. The group should be arranged in a circle, semi-circle, or around a table.

   c. Each group should be separated from the others.

   d. The group leaders (a leader and a recorder) may be assigned or selected by the group, or emergent leadership may be encouraged.

2. Information to be given to each group:

   a. The problem or problems they are to attempt to resolve.

   b. The length of time they will have to interact.

   c. What is expected of them before they return to the larger group.

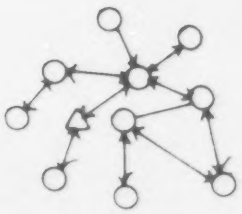
   d. What is expected of them when they return to the larger group.

CLASSROOM DISCUSSIONS

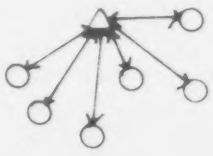
Numerous planned and unplanned opportunities for classroom discussions appear throughout the OPTIONS curriculum. The frequency and success of discussion sessions will depend on several factors:

1. Topic: Student and teacher interest in and comfort with the subject.
2. Climate: Student and teacher comfort levels with one another.
3. Group: Previously established classroom communication patterns.

Instructional discussions within the OPTIONS curriculum are intended to serve as purposeful dialogues between teacher and student, and student and student, that proceed toward preestablished group or curriculum goals. Ideally a discussion is a conversation, not a monologue or a questioning period, that involves an exchange of ideas, feelings, information, and responses of all individuals. The teacher's role is to facilitate the exchange among students, frequently through a transitional phrase, word, or expression. For the purposes of the OPTIONS curriculum, a classroom discussion is not a conversation that always emanates from the teacher.



Ideal Instructional Discussion Pattern



Unsatisfactory Discussion Pattern

△ = Teacher

○ = Students

Role of Discussion Leader (Teacher or Student)

1. Facilitator
2. Listener
3. Clarifier
4. Encourager (get everyone involved)
5. Resource (provide information)
6. Questioner
7. Focuser
8. Summarizer

The delicate balance that a discussion leader plays requires that the person be able to respect the ideas and opinions of others, be willing to protect the right of everyone in the class to say what he or she thinks or feels (regardless of popularity), and abstain from imposing his or her own ideas upon others.

Good planning is an integral part of any discussion for both teacher and student. Some hints:

Preparation:

1. Select a topic and gather related information.
2. Where possible provide resource or support material (audiovisuals, books, bulletin boards).
3. Outline the critical issues to be included or addressed during the discussion.
4. Prepare a list of key questicns/issues that can be used to keep the group on the topic.
5. Design a plan for running the discussion (exactly what role you will play).

Starting:

6. Seat the group comfortably to encourage an atmosphere for sharing (circles are good, providing face-to-face contact).
7. Prepare your class for a discussion session by explaining any procedural or ground rules (these should be determined by the group).
8. Select a starting activity to develop interest in the topic. For example: a brainstorming session, buzz session, pretest, small introductory presentation, filmstrip, news article, etc. Note: Most recommended discussion sessions in the OPTIONS curriculum already have lead-in activities.
9. Have some alternate approaches available to kick off a discussion if one technique is not effective.

Guiding the Discussion:

10. Once a discussion has started, the teacher's primary role is to keep it rolling in a positive direction. This will involve:
    a. Careful observation and listening (it is often helpful to keep an outline of key issues -- this also helps to keep the teacher quiet).
    b. Skillful questioning to encourage student participation and progress toward the session goal. (Open-ended, general, thought-provoking questions are far more successful than simple ones that solicit yes/no responses.)
    c. Encouraging student interaction by questions such as:
       "Do you agree with so and so?"
       "If you were in that situation....."
       "Suppose you could....."
       (These are good discussion starters or revivers.)
    d. Creating and maintaining a supportive classroom environment by:
       i. Being accepting and nonjudgmental.
       ii. Refraining from constantly interrupting and trying to affirm your authority.
       iii. Correcting or clarifying misinformation and inconsistencies (best done through requestioning or gentle interruption).
       iv. Keeping the group on track by asking key question(s) when necessary.
       v. Summarizing periodically or asking a class member to recap the major issues.

Finishing Up and Evaluating:

11. Keep track of the time and provide ample time (minimum of five minutes) to summarize or recapitulate the discussion points raised or the conclusions reached. If the class is embroiled in a discussion and you are reluctant to disturb that process, it is always advisable to summarize the day's happenings and then design a suitable follow-up activity that will reinforce the discussion outcomes clearly.
12. Key considerations in evaluating the success of a discussion are:
    a. Did you accomplish your discussion goals/objectives?
    b. If not, why not?
    c. Did you or any class member monopolize the discussion?
    d. Did everyone participate?

Teaching through discussion can be both enjoyable and enlightening if you are sensitive and accepting of the contributions of your students. A successful discussion session requires careful planning, monitoring, and evaluation.

MY 80TH BIRTHDAY

"Today is my 80th birthday." Write a brief account of your life since leaving high school and include at least three major decisions you made during your life and the reasons that you made them.

Compare your account with classmates. What do these reveal about your and other people's aspirations, expectations, and decisions?

SHOE STORE: GROUP PROBLEM SOLVING*

Purpose: To observe communication patterns in group problem solving and to explore interpersonal influences in problem solving.

This activity will take anywhere from thirty to sixty minutes, depending upon the sophistication of the group. Students should be divided into teams of four to five members each and asked to cluster around the room.

The only materials necessary for this activity are the problem sheet and perhaps paper and pencil (optional).

The teacher should explain to the students that they are about to perform a group task in solving a mathematical problem. Tell them that they are to arrive at a consensus; that is, each member of the group must agree somewhat with the conclusion that is reached by the group. Members are urged to pay attention to how the group arrives at the conclusion so that they can later discuss the process.

Hand out, read, or write on the chalkboard the problem (see attached sheet).

When the groups arrive at a conclusion, they raise their hands, and you go to them and ask if all are in agreement. Then, ask one member to explain the process used in arriving at the conclusion. (Correct answer: $8.00)

Continue until all groups have arrived at the correct answer. If one group finishes early with the correct answer, you might ask them to observe other groups, but they should be cautioned not to intervene in any way.

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When all groups have reached consensus on their answer, the teacher should initiate (if the class has not already) a discussion about communication, focusing on such behaviors as the following:

1. Reacting negatively to the phrase "mathematical problem" and establishing artificial constraints.

2. Leaving the problem solving to "experts" (self-proclaimed or otherwise).

*A Handbook of Structured Experiences for Human Relations Training, Amy Zelmer, vol. 4. Edmonton, Alberta, Canada: University of Alberta.

3. Adopting pressuring tactics in reaching consensus.

4. Revealing anxiety feelings generated by observing groups who had already reached the correct conclusion.

5. Using "teaching aids" in convincing others (scraps of paper, paper and pencil, real money).

6. Feeling distressed if the wrong conclusion was reached.

7. Using listening checks and other communications techniques.

8. Refusing to set aside personal opinion to reach consensus.

9. Using helping and hindering behaviors within the group.

Variation: Allow no audiovisual aids -- make the groups talk through the solution.

SHOE STORE PROBLEM

A man went into a shoe store to buy a $12 pair of shoes. He handed the clerk a $20 bill. It was early in the day, and the clerk didn't have any $1 bills. He took the $20 bill and went to the restaurant next door, where he exchanged it for 20 $1 bills. He then gave the customer his change. Later that morning the restaurant owner came to the clerk and said, "This is a counterfeit $20 bill." The clerk apologized profusely, and took back the phoney bill and gave the restaurant owner two good $10 bills. Not counting the cost of the shoes, how much money did the shoe store lose?

DECISION CHARTING*

Materials: chalkboard, chalk, paper, pencils

Procedure:

1. Divide the chalkboard into four columns. The first column is labeled "ranking," the second "goals," the third "options," and the fourth "option values."

2. With each class, select a decision area for study: to buy a car, to choose what to do after high school, to choose a course of study, etc.

3. The students brainstorm possible goals for that decision area, with the teacher recording items on the board in the second column.

4. Students are asked to rank the goals in order of importance to them, first individually on paper and then as a group. Record these in column 1.

5. The class brainstorms a list of options that might be available for each goal.

6. Those options that seem most useful are then selected for further work and are listed in column 3. The values inherent in each of these options are listed in column 4.

7. Now the decision makers have a great quantity of information organized in a meaningful fashion. By comparing the option values with the important goals, they can determine which of the available options is likely to prove most appropriate (see diagram below).

DECISION CHARTING

Decision: Buying a Car			
Ranking	Goals	Options	Option Values
1	Transportation	Economy car	Money, parking
2	Fun	Sports car	Impress others, have fun
4	Feeling of Importance		
5	Impress others	Fix up junked car	Fun to do
3	Make money with	Station wagon	Use to carry stuff
n	Etc.	Etc.	Etc.

* From Human Values in the Classroom, Robert C. Hawley and Isabel L. Hawley. New York: Hart Publishing Co., 1975.

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OPTIONS
ADAPTATION MANUAL

ADAPTING THE OPTIONS CURRICULUM:

A "HOW-TO" MANUAL

Rationale

Rural places are different from cities--as the 66 million people who live in them well know. Rural students, like students everywhere, need materials that confront their particular problems and that celebrate the special qualities of their ways of life. Unlike urban and suburban students, however, rural young people rarely have access to such materials. Commercial publishers generally do not find rural curriculums profitable, so they design materials for metropolitan areas and assume that rural schools will take what they can get. Further, even rurally oriented materials need to be adapted to particular rural regions, since the nonmetropolitan areas of our country have remained very different from one another, unlike cities and suburbs, which have become more and more alike. This makes life difficult for teachers, who constantly must adapt curriculums to the needs of particular groups of children, but who rarely have the training or the time to overhaul inflexible texts and materials to make them reflect local conditions and regional problems.

The OPTIONS curriculum has been designed to make that job easier. It is a career development/life management course with a general rural orientation. In addition, it has been designed to be adaptable. Many of the lessons draw on the students' own perceptions of the life around them; some require actual data gathering within the community before class discussions. A few lessons are so general that they transfer readily from one region to another. The rest have been adapted for use in five general areas of the country--the Northeast, the Southwest, the Appalachian South, the Midwest, and the

Northwest--and are further adaptable to specific States and localities. This manual describes in detail one tested way to manage that adaptation process.

Before You Begin

Adapting the OPTIONS curriculum requires no major technological equipment, no complex staff retraining, and no fancy new techniques. But, the process does have three requirements that are critical for successful local adaptation:

1) Time--The adaptation group must have a block of time set aside for completing the process. The entire adaptation can be done in one full work week (5 days). Individual half-day or full-day sessions are adequate, but we recommend that they be scheduled within the shortest possible time period since valuable time and enthusiasm can be lost if the work is spread out over several months.
2) Access to a typist--Certain pages will need to be retyped as modifications are made. The adaptation team itself can do this if sufficient time is set aside, but past adaptation groups have found professional typists more efficient.
3) Access to duplicating machinery--Both Teacher's Guide pages and Student Activity Sheets will need to be duplicated once they are revised and typed. A photocopier would make the pages look the most "professional," but a mimeograph machine or ditto machine would also serve the purpose.

A small additional complication is that Student Activity Sheets are color-coded, so that some of the duplication will need to be done on paper of various colors.

None of these requirements should present insurmountable barriers, but they must be considered before the adaptation team begins its work. If teachers are doing the adaptation, the school board might be willing to fund a week of work during vacation time. Or, an adaptation team could take on the project for recertification credit in States where possible. The administration might make available the services of a school or district secretary, or the business department of a local high school might assign the adaptation typing and duplication to a typing class or a student majoring in office skills. Paper and duplicating equipment are usually available within a district, but the adaptation team should reserve access to an adequate supply in advance.

The Task at Hand

1. Putting Together a Working Team

Although the OPTIONS curriculum could be adapted by a variety of people such as district administrators, community members, social service personnel, college students, or even high school students, most likely most of the working team will be local school personnel. The team can be organized in a variety of ways. If the OPTIONS course is to be offered in an interdisciplinary class, or if different departments want to use different sections of the curriculum, representatives from each of the disciplines should be on the team. For example, a good interdisciplinary team might consist of teachers from a high school's social studies, home economics, and business

departments plus a guidance counselor. If the course is to be taught in only one department, the working team should probably be drawn from several schools, since few rural high schools have enough personnel in one subject area to form a working team. An alternative is to form a single-school team that includes local administrators, community members and, perhaps, some interested (and mature) students. We have found that five people make the best adaptation team: with five, the work can be distributed evenly but the group never becomes unwieldy.

2. The Preadaptation Session

This meeting should be a short planning and team-building session no more than 2 hours long, run by a team coordinator designated in advance. The coordinator should begin the meeting with a team-building activity. This can be as simple as asking team members to introduce themselves (if they don't already know one another) and to make a statement about why they are interested in this curriculum, or it can be as complex as a full-scale discussion of the needs of young people in the area. If time permits, the group can read the general introduction to the curriculum and discuss the applicability of the concepts presented there to the local area. The coordinator should be able to accurately assess the exercise that would be most effective with a particular group.

The coordinator should then work out a schedule for the workdays to which all team members can commit themselves. The coordinator should also describe the kinds of work that need to be done and the daily schedule (see the sample schedule on pgs. 6-10).

The coordinator should conclude by passing out copies of the OPTIONS curriculum adapted for your general region of the country. These are working

copies which should be treated as draft materials by the team, that is, the team members should feel free to scribble in the margins, cross out words, and add ideas. The coordinator should stress that the whole point of adaptation is to adapt. None of the authors of the curriculum considers any of it sacred writ. It is the job of the adaptation team to suit the materials to the students in their locality.

3. Workday Scheduling

Workdays operate best when everyone knows what to expect in advance. An effective general structure might look like this:

3 hours -- team work

1 hour -- a meal and break

3 hours -- individual research and unit work

4. Team Roles and Responsibilities

Workdays run most smoothly when the least possible time is spent reshuffling tasks. We recommend the following procedure, which is simple, straightforward, and fairly equitable:

a. The coordinator readies all materials and assignments before each meeting, leads discussions, and oversees typing and duplicating of materials.

b. A recorder is appointed for each workday on a rotating basis. The recorder prepares and submits a copy of meeting notes and curriculum changes to the coordinator.

c. Team members are expected to read each unit in advance and to come to each workday with suggestions for adaptation. The workday schedule cannot include both initial readings and sound adaptation.

5. Structuring the Workdays

Workday #1:

a. The coordinator presents the general agenda for the day and for the rest of the sessions. Each team member is assigned recorder duty, research tasks (see Appendix A), and, if necessary, typing or duplicating duties.

b. The coordinator leads a general discussion of the curriculum (which everyone will have read), focusing on questions such as*:

1. Do place names, people's names, occupations, life styles, cultural patterns, economics, politics, and sex role expectations reflect our area? What changes can be made to make these more relevant to our students so that they can more easily identify with the materials?

2. Are the activities appropriate for our young people? If not now, how can they be changed?

3. Are the suggested teaching techniques valid and appropriate? If not, how can they be changed?

4. Should more male examples be used? Where is this appropriate?

c. The team addresses the key issue of <u>adaptation level</u>. There are two basic ways in which the OPTIONS curriculum can be adapted. Level One is the simplest: it involves simple substitution of words and occasionally phrases. For this level, you may want to change the names

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*These questions were devised by the OPTIONS New Mexico site coordinator, Carolyn Smiley-Marquez. The coordinator in a different area might want to focus on different issues of similar concern.

of people, places, and occupations (for a more complete list, see Appendix B). You will also want to substitute local colloquialisms for those in your regional adaptation. This kind of adaptation is essential. We have found that adolescents, especially rural adolescents, identify more strongly with situations and people very much like themselves. A sample of Level One adaptation can be found in Appendix B.

At the other end of the adaptation scale is complete case revision. Level Two adaptation is difficult but can also be rewarding, since it gives the participants a deeper sense of the dynamics of one locality. For a Level Two adaptation, the team identifies the kind of problem that needs to be presented and then builds a new case around it, describing the people and situations common to your area. In this adaptation, you might change the life style of the participants, their work and family balance, and their culturally determined attitudes. This adaptation is not essential, but it does add depth to the curriculum. An example of Level Two adaptation is also given in Appendix B.

d. If time permits, individual team members begin work on the research tasks.

Workday #2:

a. The coordinator outlines the work plan for the day.

b. The team adapts Unit I, going through it page by page, compiling suggestions for specific changes. Once all changes have been suggested, the team (with the help of the recorder for that day) discusses the changes that seem to localize the curriculum best and makes those changes. It is important for the group to achieve consensus on changes to ensure the credibility of the adaptation.

If the team decides to do a Level Two adaptation of some materials, one or two people should be assigned to that task. Generally, people with some flair for writing and/or an intimate and long-term knowledge of the locality will do the best job of full-scale revision. People doing such revisions should probably be relieved of research tasks or recorder duty to spend a good deal of time on revision. Writing is always more time consuming than anyone expects.

c. Once the Unit I changes have been made or assigned, the team works on individual research tasks or Level Two adaptations.

d. The recorder makes a final copy of all agreed-upon Unit I revisions for the typist. The coordinator double-checks and proofreads the recorder's changes to ensure that an accurate copy goes to the typist. (N.B. Someone must check the typist's work as well. It is very confusing when inaccurate pages go to the teachers and students.)

Workday #3:

a. The coordinator goes over the work plan for the day.

b. The team reviews, alters, and/or approves any Level Two adaptations that were completed during the previous session.

c. The team adapts Unit II, following the pattern established for Unit I.

d. Once the Unit II changes have been made, the team continues research tasks and Level Two adaptation.

e. The coordinator and recorder prepare Unit II and any remaining Unit I work for the typist following the pattern established for Unit I.

f. The coordinator prepares to act as monitor for the simulation game which will be played by the team on workday #4. The monitor's instructions are attached to the Game materials (Unit III).

Workday #4:

a. The coordinator goes over the work plan for the day and leads the review and revision of Level Two adaptations completed during the previous session.

b. The team adapts Unit III (excluding the Game) following the usual pattern.

c. The team plays the Game, noting places where adaptations need to be made.

d. After the Game, the team reviews all Game materials, including those that may not have been used during that particular round, and adapts them.

e. The coordinator and recorder prepare materials for the typist, following the usual pattern.

f. Other team members complete research tasks or work on Level Two adaptations. The research tasks should be completed, written up, and prepared by the coordinator for the typist by the end of this session.

Workday #5:

a. The coordinator goes over the work plan for the day, including review and revision of Level Two adaptations completed rhe previous session.

b. The team adapts Unit IV, following the usual pattern. Because this unit is very long and very amenable to localization, this will take more of the session.

c. The coordinator and recorder prepare materials for the typist, following the usual pattern.

d. The coordinator leads the team in an evaluation and closure activity.

6. Getting It Together

Once the adaptation process has been completed, someone still has to see that the final product is typed, proofread, duplicated, and distributed. The coordinator must make sure that these tasks are assigned and completed. The group must reconvene to integrate the Student Activity Sheets and Teacher's Guide pages into the curriculum copies. A final gathering over a pot-luck supper might be appropriate to celebrate the completion of the adapted curriculum, now ready for classroom use.

A Final Note

Although the OPTIONS curriculum has been designed as a coherent 9-to-12-week course suitable for home economics, social studies, or guidance classes, it can be useful in other ways. The units and many of the lessons can stand on their own, with minimal modification. For example, a high school social studies teacher plans to use Unit I as the introduction to a course on the American character. A college home economics course will make Unit IV part of a home management class. Other ways to use the different units are suggested to us constantly--feel free to make up your own. The OPTIONS curriculum is "teacher-ready," which we believe is the opposite of "teacher-proof." It is ready for teachers to use however and wherever they can for the better education of young rural women and men.

Appendix A: Research Tasks

There are many areas in the curriculum where substitution of local circumstances will improve the lessons. The list that follows notes those materials that must be adapted for local use unless the regional version precisely suits your State and community. Each team member should be encouraged to select the task that most interests him or her. If there are no volunteers for some tasks, the coordinator must then assign them. Each team member is expected to locate the required information from an accurate source and then to revise the curriculum materials accordingly.

Research Tasks

Unit I: "What Is Your Local Area?" (optional activity, lesson #1)

"Lives of People in This Area" (tape cassette)

This is a long job that involves locating people in the community who will record their brief life histories. The person assigned this job must locate a person in the appropriate age group, tape the history, and give the tape to the coordinators so that it can be transcribed, given the proper marginal annotations, and duplicated as a Student Activity Sheet. A simpler alternative is to get a person with a recognizably regional accent to read the transcripts that already exist.

Unit III: "Assessment Skills: People, Places, and Services" (LAP)

Unit IV: "Your Record and Your Rights": school board policy (Stephanie, Lesson #1)

-Updates (if any) on employment laws (Stephanie, Lesson #4)

-State and local welfare guidelines (Evelyn, SAS #1, 1a, Lesson #1)

-"Vocational Training Opportunities": transcript and tapes (Evelyn, Lesson #5)

- Federal food stamps: check for changes (Terri, SAS #3, alternate Lesson #4)

- Budget plan: update (Terri, alternate Lesson #4, #5)

Information Sources for Research Tasks

Employment Security Service

State Employment Office

Homemakers

Social workers/district office, Department of Social Welfare

Home-school coordinators

State Department of Education

School personnel: superintendent
principal
guidance counselors
teachers

Commission on the Status of Women

Bureau of Statistics

Vocational coordinators

Appendix B: Sample Adaptations

Level One

To make Level One changes, simply replace words and phrases with local references and wordings--the more locally accurate, the better. Just watch out for potentially libelous statements. Level One changes usually include: types of first names, kinds of jobs, names of towns and cities, typical forms of recreation, references to stores, newspapers, schools, and other institutions, teenage hangouts, current dress fashions, local slang, and local landmarks or events. Here is a sample of the Northeast curriculum with the adaptations for the Appalachian South in parentheses.

Case Study #2, Unit I, Lesson 10

Marianne Clark (Debbie Foust) learned at 9:15 a.m. on a blustery March (beautiful June) morning that she was a widow. Her husband Jim, 27, had been killed in a car accident on his way to work. Marianne (Debbie) and Jim had been married less than 2 years, and Marianne (Debbie) was expecting their first baby. Before marriage, she had worked as a sales clerk in Rich's (Miller's) department store.

After the first shock of grief had passed, Marianne totaled up (Debbie added up) her financial resources. There was an insurance policy for $10,000, $76[illegible] in a savings account, and $147.69 in a checking account. Because of the baby, Marianne (Debbie) could collect a small monthly sum in Social Security benefits.

Marianne (Debbie) realized that her resources (money) would not last long after the baby was born if she did not get a job. And what would she

do with the baby while she worked? Jim's mother offered to take care of the baby, but Marianne (Debbie) intensely disliked (did not like) her mother-in-law. Her pastor (preacher) suggested adoption because, he said, it is not as easy for a woman with a child to marry again as it is for a childless woman (woman without kids), and most day-care centers do not accept small infants.

Level Two

Level Two adaptations generally involve developing a case that is very different from the original. In the examples given below, the Midwest adaptation team took a general concept and built a new case to illustrate it. The curriculum required a brief case that described a pressing problem that disrupted a woman's otherwise comfortable life. For the Northeast development team, adolescent drug use was the obvious choice; the Nebraska team felt that a financial crisis was more appropriate. It is important to note that although the "stories" in the cases are entirely different, they serve an identical function in the curriculum.

Northeastern Adaptation (Unit III, Lesson 3)

Pamela and Bill Logan had just bought a new home in a nice neighborhood. Their three children had begun to make friends immediately, and the whole family was glad they had moved. Their oldest daughter had found a nice boyfriend, and the younger girl was the star of the field hockey team. Then, everything fell apart.

Two months after the move Pamela was cleaning her son's closet. Behind some old boots, she found a small plastic bag full of marijuana cigarettes.

Pam had heard that drugs were a problem in the new schools her children were attending, but she had never dreamed her kids would try drugs. All her delight in her new home evaporated. What should she do? Should she confront and punish her son? Get all three kids together and talk to them about the drug problem? Maybe she should try to talk with other mothers and then organize an effort to clean up the schools. Whatever she decided to do, it must be done soon.

Midwestern Adaptation (Unit III, Lesson #3)

Karen and Al were among those few people privileged to live a "perfect" life. At 19, Karen married Al, a boy from the neighboring ranch. They assumed control of a 500-cow unit on the ranch. They built a nice brick home overlooking the meadow and spent the first 20 years of their married life raising a family of one girl and two boys and improving the ranch operation. The family was close. Karen loved the serenity of the ranch and the challenge of living 60 miles from town.

It had been a comfortable life--materially and personally. Now that "comfort" was being threatened. With cattle prices too low to cover expenses and college costs for the two boys, Karen and Al realized that some changes had to be made.

Several alternatives seemed possible. Karen and her daughter Margaret could live in town during the week so Karen could get a job and save the expense of having Margaret drive to school. Al could order cattle and work Saturdays at the livestock auction. Or, they could sell their equipment and cattle to pay their debts, lease the ranch, and both take jobs in town.

Each plan involved radical changes in the family. Karen would like to do something herself to contribute financially to her family and help to preserve their life style.